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ABSTRACT

Four experiential learning programs that are in the early stages of development are described. The report from the Consortium of the California State University and Colleges details the efforts of a traditional, decentralized system to introduce flexibility into the use of examinations for crediting prior learning. A description of a large, traditional, state university's efforts to specify criteria for assessing experiential learning, acquaint faculty with the assessment process, and integrate those procedures into the university structure is provided in the report from Memphis State University. The report from Union College, Barbourville, Kentucky, describes the development of a central office for sponsored field experience learning in a liberal arts institution. A model for integrating experiential learning into the liberal arts program emphasizing the values and ethics of public policy decision making is provided in the report from the University of Kentucky. Related experiential learning forms are appended to each report. (Author/MV)

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INITIATING EXPERIENTIAL LEARNING PROGRAMS: FOUR CASE STUDIES

CAEL Institutional Report

The Consortium of the California State University and Colleges

Memphis State University

Union College

University of Kentucky

Cooperative Assessment of Experiential Learning

TM006 741

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CAEL Institutional Report

Initiating Experiential Learning Programs: Four Case Studies

The Consortium of the California State University and Colleges

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CAEL Institutional Reports are prepared at member institutions in cooperation with the CAEL project, and are based upon special projects commissioned by the CAEL Steering Committee. While Institutional Reports reflect the general orientation and types of work priorities determined by the Steering Committee, they are reports of the individual institutions and may reflect practices different from those suggested elsewhere by CAEL.

Cooperative Assessment of Experiential Learning

September 1976

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FOREWORD

This volume belongs to a series of institutional reports produced under the auspices of the CAEL Operational Models Project. A few words of background may be useful in helping readers to understand the purpose of the work and the context in which it was undertaken.

CAEL's overall mission is to improve the assessment of experiential learning, but considering how assessment techniques and materials are used in institutions, it is clear that there are many problems of implementation. Assessment does not exist as an isolated process but is embedded in a context of existing academic procedures, policies, and people. The CAEL Steering Committee recognized that if experiential learning is to become an effective part of the curriculum, it is critical to develop sound procedures for integrating the assessment process into the traditional academic structure.

The Operational Models Project was conceived in response to that need. It was supported by the Fund for the Improvement of Postsecondary Education in July 1975. The basic plan was to select 12 institutions facing rather different implementation problems and to provide a cooperative context for each to devote special attention to its particular concern. Some have focused on the problem of defining standards--an issue that lies at the heart of most educational questions that arise with respect to a new program. Other institutions have focused upon the problem of financing learning and assessment programs--an issue that lies at the heart of most administrative questions that arise with respect to a new program.

Each institutional team has worked toward clarification and documentation of desirable policies and working procedures for incorporating the assessment of experiential learning into the fabric of its own institution; i.e., an improved operational model. This volume of reports is one of the products. In order to enhance the dissemination and utilization of this work, each institution producing an operational model has held or will hold a local "dissemination workshop" for interested institutions in its immediate area. In addition, the institutions held national workshops at the fall 1976 CAEL Assembly meeting.

Even though the 12 institutions participating in this project were selected partly because they faced different implementation problems, there is necessarily a good deal of commonality of interest and overlap in the issues of greatest concern. As a consequence, it sometimes happens that the same issue or assessment practice is discussed in several reports from a somewhat different point of view. From the perspective of someone reading the entire series, some points may appear to be repeated unnecessarily, but there is value in noting the manner in which a general approach is adapted in different situations. Furthermore, it was felt more important to have each institutional report stand on its own than to artificially edit out discussion of an essential aspect of an assessment system simply because that aspect is reflected in the work of more than one institution. The authors have, however, tried to focus their attention on the unique aspects of their programs so that this series can have a maximum benefit to other institutions.

The four reports in this compilation are published under one cover because they all deal

with programs that are in some sense at an early stage of development and may be of interest to institutions just starting or considering new programs that involve assessment of experiential learning. The first two concern prior learning and the last two sponsored learning.

The first report, prepared at The Consortium of the California State University and Colleges, shows how procedures were developed for assessing prior learning in a traditional, decentralized system. It concentrates on two issues: flexibility within a traditional framework and maintenance of consistency when administration is decentralized. The model is based on the challenge examination but emphasizes additional elements that promote flexibility and ensure fairness.

The second report, prepared at Memphis State University, describes how criteria and procedures were developed for assessing prior experiential learning at a new, innovative college within the structure of a large, traditional state university. University College of MSU had been in operation only one year at the time this report was written. The procedures developed involve portfolio assessment.

The third report, prepared at Union College, describes the rationale for a new Office of Experiential Education at a liberal arts institution, a model for centralizing experiential education on the campus, and the use of contracts for assessing learning that occurs during college-sponsored field experience. A handbook for students is included as an appendix.

The fourth report, prepared at the Office for Experiential Education at the University of Kentucky, deals with an internship program designed to explore the ethical dimensions of public policy decision making. The purpose of the project was to develop a design for evaluating the participants in this program--a design based on criterion standards that could allow for individual interpretation and be nonprescriptive in moral tone. Although the Office for Experiential Education has been actively involved in college-sponsored experiential education since its inception three years ago, the internship program described in this report is a new activity scheduled to run three semesters on an experimental basis; only one semester had concluded at the time the report was written.

Warren W. Willingham
CAEL Project Director

CAEL Institutional Report
The Consortium of the California State University and Colleges

THE ASSESSMENT OF PRIOR LEARNING IN A TRADITIONAL DECENTRALIZED SETTING: FLEXIBILITY WITHIN THE CHALLENGE EXAMINATION FRAMEWORK

Barrie D. Bortnick

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PREFACE

Often called the 1,000 Mile Campus, The Consortium of The California State University and Colleges draws on the combined resources of the 19-campus system to offer external degree programs statewide at various regional sites. Although each of the programs leading to a Consortium degree has a particular prescribed curriculum, the student takes his/her instruction under the aegis of one of several campuses across the state.

During 1976-77 The Consortium developed procedures to assess prior learning on an individual basis, both for general elective credit and for credit toward the major for students in its undergraduate programs.

This report describes these procedures and is, in particular, an analysis of The Consortium's response to two major issues:

1. To what extent can a model for the individual assessment of prior learning be developed that articulates with and draws on support from a large traditional institution *and, at the same time,* is responsive to a variety of legitimate instances for which credit should be awarded?

   The model takes as its framework that approach in the assessment of prior learning with which faculty at traditional institutions are probably most familiar--the challenge examination. At the same time, the model employs additional elements to develop needed flexibility and fairness including the following:

   a. Emphasis on paralleling objectives of a course, while not necessitating a point-by-point equivalence.

   b. The possibility of challenging open-ended courses, such as "Special Topics."

   c. Provision for a variety of assessment procedures in addition to written instruments.

   d. Guidance through preliminary assessment.

   e. The diagnostic use of assessment with provision for follow-up evaluation.

2. To what extent can there be decentralized administration without sacrificing overall consistency?

   In trying to ensure basic consistency in the face of such a decentralized effort, the model involves several important elements:

   a. Emphasis on the role of each faculty assessor as a consultant to The Consortium.

   b. Broad administrative oversight by The Consortium's Coordinator of Competency Assessment.

   c. Utilization of assessment subcommittees under the auspices of statewide multicampus faculty committees which serve roles analogous to statewide academic departments in traditional single campus settings.

d. Appropriate communication with regional administrators and other local personnel through meetings, workshops, and written materials.

Important input to the development of the procedures described in this paper was provided by George E. McCabe, G. Edward Rudloff, and Paula Hausvick, The Consortium of The California State University and Colleges, and by the Advisory Committee of The Consortium, including its assessment subcommittee: Royce D. Delmatier, Helen Cheney Gilde, and Judson Grenier. The manuscript also benefited from the editorial suggestions of Robert O. Bess, Ralph D. Mills, and Gary R. Levine, of the Office of the Chancellor, The California State University and Colleges.

I. INTRODUCTION

The Consortium of The California State University and Colleges was established to utilize the faculty and program resources of The California State University and College (CSUC) to meet educational needs of persons unable to spend long periods of time in residence at a campus. Students enroll in The Consortium's external degree programs, including undergraduate programs at the upper division level, at various locations throughout the state.

Methods of instruction range from traditional lecture-discussion, through seminars to directed study. Although The Consortium develops programs with specific requirements leading to a *Consortium degree*, faculty of the individual CSUC campuses do the instruction.

In connection with its three undergraduate programs, The Consortium has developed during 1975-76 a set of procedures for assessing prior learning on an individual basis and awarding credit where deserved. To develop these procedures, two issues, which confront many other institutions at least to some extent, had to be confronted.

1. Achieving Flexibility within a Traditional Framework

The Consortium works within the context of a large statewide system--the largest system of senior higher education in the country. In this system are many faculty with a conservative attitude toward the awarding of credit for prior learning and for the methods involved in such determination, including a concern for the academic equivalence of the learning that is creditable. These attitudes are considerably more traditional than those of many CAEL institutions but probably in keeping with those shared by faculty at a good many institutions across the country. Any system of assessment would have to articulate carefully with such concerns. At the same time, it should be sufficiently flexible to allow for a variety of legitimate instances in which students deserve credit for their prior learning.

2. Maintaining a Basic Level of Consistency in the Face of Decentralization

Each of the programs leading to a Consortium degree has a particular prescribed curriculum (which may allow for considerable flexibility within certain guidelines). The student takes his instruction through one of several campuses across the state that elect to participate in a given program. In developing a program of assessment of prior learning, The Consortium faces a major challenge in endeavoring to maintain some degree of consistency of procedures within a decentralized effort. The normal problems that other institutions throughout the country face in ensuring overall adherence to assessment guidelines from faculty member to faculty member and from department to department are here compounded by the involvement of several different campuses.

After further description of the institutional context of The Consortium, this paper will describe the model that was developed. Special sections will then discuss in particular those aspects of the model that relate to the two issues noted above. A final section will indicate the status of the model and the questions that remain.

II. INSTITUTIONAL BACKGROUND

The Consortium of The California State University and Colleges--the "1,000 Mile Campus" as it is also called--is an entity within the Office of the Chancellor of The California State University and Colleges (CSUC) system. Established in 1973, it utilizes the resources of the system's nineteen campuses and approximately 16,000 faculty members in meeting some of the continuing higher educational needs of California adults. The staff includes a Director, Coordinator of Curriculum Development, Coordinator of Competency Assessment and Evaluation, Coordinator for Administration, and a Registrar and support staff. Its activities are guided by a statewide *Advisory Committee*, which is a committee of the CSUC Statewide Academic Senate.

Although The Consortium has several functions, this paper is most directly concerned with those that involve the establishment and administration of statewide programs leading to a degree granted directly by The Consortium in the name of the Trustees of The California State University and Colleges. Instructional costs for these degree programs are primarily on a self-support basis, borne by student fees, but with the options of fee waivers for a limited number of qualifying students.

Consortium students are individuals who, because of geographic location, family responsibilities, work schedules, and other circumstances beyond their control, find it impossible to spend large amounts of time in campus-based studies. The Consortium does not have its own "faculty" but utilizes faculty members, predominantly regular faculty of CSUC campuses, in the delivery of its programs. Under the auspices of cooperating campuses, these faculty offer instruction at times and at locations convenient to students, including such settings as child care centers, community colleges, and other community facilities. In other instances, faculty provide direction to individual study.

Consortium programs are developed by faculty committees and, once approved, are academically governed by a committee of faculty members drawn from several CSUC campuses. This *Academic Program Committee* constitutes, as it were, a statewide academic department. In addition, on each campus participating in the program, there is a *Regional Administrator*, usually the Dean of Continuing Education or his representative, responsible for local fiscal and general administrative control of the program. There are also local campus program directors, and one or more student advisors.

Of its seven Consortium degree programs currently being offered in twenty-seven locations throughout the state, three are at the undergraduate level: BA in Business Administration, BA in Liberal Arts, and BS in Health Care Administration. Students take upper division instruction and must have completed 56 units of acceptable lower division work prior to being admitted. Arrangements may be made, however, for students to complete a portion of their required lower division work as well as their general education requirements while concurrently enrolled in Consortium degree programs.

Credit for prior learning may thus be utilized by The Consortium student in three ways: (1) as credit toward upper division requirements and electives, comprising credit toward the major; (2) as credit toward general education requirements; and (3) as general elective credit (toward total units required for graduation) including the completion of the units of lower

division instruction prerequisite to admission.

During the past two years, two sets of procedures have been developed to assess prior learning and award credit.[1] The first is through certain standardized routes, including a number of approved examinations from CLEP and The New York Regents External Degree Program as well as new equivalency examinations developed by CSUC faculty. The second is through individual assessment.

The latter is necessary in order to respond to all cases where approved standardized testing instruments are not available. It is this system of individual assessment that constitutes the model described in this paper.

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[1] In addition, The Consortium awards credit for many of the courses recommended in the American Council on Education's *Guide to the Evaluation of Educational Experiences in the Armed Services*. It is also developing plans to cooperate with ACE in its "Project on Noncollegiate-Sponsored Instruction" to form teams of faculty members to review courses developed by businesses, industries, etc., in California and make recommendations concerning the awarding of college credit. The Consortium would be helping develop these recommendations to be disseminated statewide and nationwide and at the same time, like any individual college, be considering the possible appropriateness of these recommendations as degree credit in The Consortium's own programs.

III. PROCEDURES FOR THE INDIVIDUAL ASSESSMENT OF PRIOR LEARNING

The following are examples of cases which the procedures are designed to meet: (1) the student who has painted seriously for years, taken evening courses at a museum, had well-received exhibitions of his/her paintings and may have mastered the knowledge and skills of a course in advanced studio art; (2) a student who has worked as a building contractor and real estate broker and may have developed sufficient knowledge to meet the requirements of an upper division course in real estate and land use law.

Criteria and Standards

For general elective credit, the learning must correspond to the major objectives of a course offered for degree credit at some CSUC campus, although not necessarily the campus with which the student is enrolled. Usually--but, as discussed later, not always--this will mean a course that has a specifically defined disciplinary content. The learning is judged on a CR/NC (Credit/No Credit) basis which, in the CSUC system, means a minimum of "C" level work.

The basic judgment is made by a CSUC faculty member who is expert in the field, using whatever procedures are most appropriate. The expert's recommendation concerning the awarding of credit is, in turn, screened by a multicampus faculty committee of The Consortium.

For credit toward the major, the learning must also correspond to the objectives of a requirement in the student's specific degree program.

Amount and Kind of Credit

There is no limit in the case of credit earned toward the major. At present, the student may earn a maximum of nine units of general elective credit. These may be used to meet general education requirements where applicable.

Key Personnel

The following people have important roles in this process:

1. The Regional Administrator of The Consortium's programs on the campus with which the student is enrolled.
2. The Assessor, who is the faculty content expert, usually from the campus with which the student is enrolled.
3. The Student's Advisor, who offers general guidance and, in the case of possible credit toward the major verifies whether the learning applies to a program requirement.
4. The Assessment Subcommittee consisting of three members of the particular Academic Program Committee responsible for the program in which the student is enrolled or, in the case of lower division credit, three members of The Consortium's overall Advisory Committee. Subcommittees review all credit recommendations in light of approved guidelines and make the final recommendation as to awarding of credit.

5. The Consortium's Coordinator of Competency Assessment and Evaluation has two roles: (1) to ensure adherence to the guidelines and processes that have been established; and (2) to provide appropriate technical assistance.

6. The Student--anyone who has an active application for admission to a Consortium undergraduate program on file with The Consortium's Office of Admissions and Records is eligible to submit an application for assessment.

The Process--Stage One: Preliminary Assessment

The assessment application is given an initial review (without charges) and the student is apprised as to: whether he/she may go on to the actual assessment, how much the fees will be, and what kinds of preparation might be valuable.

Step 1. After discussion with his/her advisor, the student files a preliminary application (on a standardized form) with the Regional Administrator. The application includes a statement of the specific subject matter in which the student wants to be assessed, its relationship to typical college courses (if the student has such information), as well as how he/she acquired the knowledge or proficiency (see Appendix B).

Step 2. The Regional Administrator makes an initial review of the application by consulting with appropriate campus expert(s) chosen by the chairman of the particular campus department. If necessary, the expert communicates further with the student, e.g., by phone. The faculty assessor provides a written report on his/her recommendations: whether the student should be encouraged to continue with the assessment process, what course(s) the student might challenge, what steps it might be valuable for the student to take in preparing for the assessment, including areas in which the student may need to overcome possible deficiencies, and what method(s) of testing will be most appropriate (see Appendix C).

Step 3. This recommendation is sent by the Regional Administrator to The Consortium Central Office where it is checked by The Consortium Registrar against possible duplication of credit. Also, at this point the Coordinator of Competency Assessment discusses by phone with the assessor the nature and complexity of the testing procedures involved. The Coordinator then gives the "go-ahead" to the Regional Administrator (see Appendix D) who so informs the student and indicates the fee to be paid.

The Process--Stage Two: Official Assessment

If the initial review is encouraging and the student elects to go on, the faculty expert assesses the student. The expert writes a recommendation resulting from this assessment, which is, in turn, reviewed in terms of Consortium policies.

Step 4. The student registers with the Regional Administrator for official assessment by filing an application form and paying the specified fee. On the form is a place for the student's advisor to indicate approval of the course(s) being challenged as meeting appropriate requirements in the student's degree program. Upon receipt of the application and fees, the Regional Administrator so informs the faculty assessor.

Step 5. The assessment is carried out. It can take a variety of forms, including *but not limited to* written examination.

If the assessor determines that the student has mastered a substantial portion of what is required, but remains deficient in some specified portion, he can arrange with the student for a follow-up examination procedure to be administered subsequent to the presumed correction of the deficiency. (This aspect will be discussed in more detail later in this report.)

Step 6. All recommendations for credit are written on a standard form (see Appendix E) and sent to the Coordinator of Competency Assessment, who screens them periodically with the appropriate assessment subcommittee. They are then posted on the student's transcript as "Credit by Examination" with the corresponding course(s) so indicated.

Cost

There is no cost for the *preliminary assessment*. If the student's preliminary application is accepted, the fee for actual assessment is $45 per examination, corresponding generally to the assessment of a three-semester-unit block of learning in a particular field. The student is, in fact, paying for approximately the equivalent of one semester unit of instruction in order to earn those units of credit by examination. In some areas where two related fields can be assessed by the same testing procedure and by the same expert, these may constitute one examination. The assessor is compensated at the rate of $35 per examination, and $10 is utilized for administrative costs.

IV. ISSUE 1: FLEXIBILITY WITHIN A TRADITIONAL FRAMEWORK

As can be seen, the model has as its framework the "challenge examination." This framework is consistent with the major way in which credit for prior learning is already allowable in the CSUC system. On most campuses, and for most courses, students at least officially have the right to "challenge" a course by taking an examination. If the examination is passed, the challenge is successful and the student earns credit equivalent to that of the course. In its emphasis on the demonstration of academic equivalence to regular on-campus course offerings, the model is one with which many faculty in a traditional setting generally feel more comfortable. Such an approach also provides a criterion with which faculty doing the assessing are familiar--that of learning parallel to that expected of students taking the course--and an accompanying standard--that of "C" level performance or better.

On the other hand, if a further objective is to provide fair and equitable allowance for the earning of credit where deserved, the challenge examination framework by itself is fraught with potential difficulties. In some cases, it can take on a negative connotation for the student who is considering assessment. As Edward M. White of the CSUC office on Credit Evaluation points out, the very concept of challenge implies a confrontation between student and teacher. Students often face a variety of forms of discouragement including, in some cases, the possibility of having failure recorded on their permanent record. Students also may not apply because of lack of guidance as to courses to which their prior learning may be parallel. This latter problem may be particularly acute in the case of adult students who have been away from an academic setting for some time. Furthermore, in some cases the mode of assessment may so exactly duplicate each specific aspect of the course in question that no one could pass the test except a student who has taken the particular course from the particular instructor. Such an approach excludes the student who has an *equivalent* knowledge of the underlying objectives of the course.

The Consortium is attempting to respond to these and related problems by providing for sufficient flexibility to make the framework fair, while at the same time preserving the basic intent and approach of the challenge examination and the academic soundness that is called for in such an approach. As will be seen in this and the following sections, much of the complexity built into the procedures described earlier is designed to make the process *more* rather than *less* equitable and helpful for the student.

Parelleling Objectives Rather Than a Point-by-Point Equivalence

The Consortium emphasizes in its procedures and guidelines that while equivalence is essential, it is not an exact replication of each lecture and each chapter in each text used in the course, but rather equivalance to the major objectives underlying the course and the major competencies that it is assumed a student should achieve from the course. Faculty are encouraged to use these objectives and competencies as guideposts in the determination of the methods of testing they will employ.

Crediting Equivalent Learning When the Course Does Not Happen to Be Taught

A course may not be taught at a particular campus for reasons other than its academic appropriateness. For one, the knowledge in question may be too specialized to be the basis of a

regularly offered course; or there may not be an appropriate expert either on the faculty or available during the particular time in which the student wishes to challenge the course. The Consortium has included two procedures to cope with this kind of problem:

1. As already noted, it is possible in certain instances for a student to show knowledge equivalent to a more open-ended course. This procedure allows for flexibility, while at the same time, as the directions to faculty assessors indicate below, it offers a criterion standard by which to judge the student's performance:

   "If there is no such specifically defined course on your campus, the student can still be eligible for credit provided that his/her learning corresponds to what you would require if it were the basis of a three-semester (4.5 quarter) unit course that is more open-ended, such as Special Topics, Special Studies, etc. The student's learning might, for example, represent a new combination of knowledge cutting across courses rather than all of one course; or an in-depth knowledge that is not taught at your campus for some reason other than its academic appropriateness. In such cases, the guideline is whether, if a student studied the equivalent amount of learning in a Special Topics or other open-ended course, you would be willing to award three semester units if the work was successfully completed."

2. A second route is for the student to challenge a course at some other CSUC campus than that with which she/he is enrolled. For example, there may be highly technical courses not emphasized or even available at a particular campus, but available at one of the California State Polytechnic campuses; The Consortium will arrange for the student to be assessed by a faculty member at the latter campus.

Variety of Assessment Procedures

Challenge examinations are often viewed as paper-and-pencil tests, frequently the course's final examination. On the other hand, if the true purpose of the assessment of prior learning is to determine academic equivalency, the method should be whatever is appropriate in the given case. In The Consortium's procedures, faculty are encouraged to consider, in addition to or in combination with written instruments, such methods as assigning papers or projects, oral examinations, and submission of portfolios (in the case, for example, of works of art or taped musical performance).[2] What is emphasized is that no method is automatically the best one in all instances.

Preliminary and Follow-up Assessment

As noted above, the student receives without charge preliminary guidance. This not only helps the student decide whether to proceed farther and pay the fee, but also gives the student direction as to academic equivalency of knowledge. This is done by taking the description of the

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[2]In view of the fact that one of the quarrels many faculty members have with credit by examination is its narrow reliance on standardized paper-and-pencil tests, such an invitation to creativity in testing may well be viewed favorably.

student's learning and translating it for the student into whatever courses may be equivalent to this learning.

A second aspect of the assessment process, usually missing in the typical approach to challenge examinations, is the provision of an opportunity for follow-up assessment. In a case where the student has not accomplished all that is required for "pass" (C level) work, there is the provision for feedback as to how to remedy the deficiency. Assessment in this sense takes on a new and additionally valuable pedagogical significance, i.e., that of a diagnostic tool enabling the student to pursue the instruction that she/he needs.

Two cases apply. In one, most of the learning is satisfactory, but there is some specific area of deficiency. In such a case, the assessor may recommend to the student certain procedures to complete the learning, including suggestions of specific books to read, or other ways in which to fill in any lack of knowledge, along with specification of a follow-up assessment procedure such as a term paper or a second examination. The assessor retains the assessment form until the student completes the work, often without charging an additional fee.

A second option may take place in the case of the student's demonstrating a *substantial* deficiency. In this case, the student may be able to gain the credit without totally discarding the results of the examination, i.e., by enrolling in a one-semester-unit directed study course (for which the student pays the appropriate cost). Upon successful completion of this course, the student earns the total of three semester units of credit for the entire course being challenged.

Recording System

Only in the case of successful performance are the results entered on the student's permanent record. Thus, one potential way for intimidating students is eliminated.

V. ISSUE 2: DECENTRALIZATION WITH SOME MAINTENANCE OF CONSISTENCY

The procedures described earlier suggest the immensity of a second problem confronting The Consortium. Not only may students be assessed on campuses throughout the state, but almost any faculty member could become an assessor. This is especially true in the case of general elective credit in which virtually any discipline may be involved. Unlike the procedures of other institutions, those of The Consortium do not rely on a group of faculty members chosen in advance, but rather on the services of individual faculty members to be contacted on a case-by-case basis. The problem is to ensure, to the extent possible, equal treatment for each Consortium student regardless of the particular campus or assessor.

It should be emphasized at this point that consistency does not require that each judgment be identical. It is certainly recognized that any appropriate content assessment must be based on the individual judgment of an individual faculty member and that any standardization as to such judgments is not only impossible but in fact undesirable if the procedures are truly to rely on the appropriate expert making decisions based on his/her background and expertise. The goal, rather, is to ensure that the assessors at least follow broad guidelines in the pursuit of such judgment and in the writing-up of their reports based on such judgment.

A second set of problems involves the maintenance of consistency from an *administrative* point of view, i.e., in terms of the procedures followed by Regional Administrators. Because of the immensity of such a statewide undertaking, the decision to rely on local Deans of Continuing Education or their representatives to administer these procedures was deliberate: it was based on the need to have a local campus person familiar with courses and personnel at that campus, and able to handle fiscal arrangements within the campus structure. At the same time, however, it poses a challenge to maintaining overall consistency.

The following elements are designed to help provide the necessary balance: (1) the role of the faculty member as a consultant; (2) the Coordinator of Competency Assessment and Evaluation; (3) the Registrar of The Consortium; (4) the Assessment Subcommittee and its parent committee; and (5) Regional Administrators, Local Program Directors, and dissemination.

The Role of The Faculty Member As a Consultant

A key factor in maintaining broad consistency concerns the role in which the faculty member is viewed and views himself/herself. While he/she is apt to make a judgment in terms of the objectives of his/her on-campus course, his/her services are being requested as a consultant to the carrying-out of The Consortium's already approved set of policies and procedures for the granting of credit. This role is emphasized in the written guidelines, in the other materials that have been developed, and in the method of paying honoraria for specific services rendered. Other elements of the process also contribute to this perception, notably the reliance on the Academic Program Committee and the Advisory Committee as sources of authority on a multicampus level (see below).

The Coordinator of Competency Assessment and Evaluation

The Coordinator, acting under the Director of The Consortium, is responsible for administering these assessment procedures statewide. He is the link between the local campus assessment

and the policies and procedures that have been developed and endorsed by statewide faculty committees and authorized by the Chancellor.

The Registrar of The Consortium

Another balancing factor toward consistency is the role of The Consortium's Office of Admissions and Records. Again, following specific policies and procedures developed for Consortium programs, and working out of a central office, the Registrar/Admissions Officer determines the applicability of the credit-by-examination in terms of such questions as the meeting of general education requirements for a Consortium degree. All course grades and recording of credit, including credit-by-examination, are also maintained in a central file by the Registrar. This provides the information necessary to determine whether any duplication of credit is involved.

The Assessment Subcommittee and Its Parent Committee

This is the most important single statewide feature of the procedures. The Coordinator of Competency Assessment, in working with individual faculty members and regional administrators, is representing procedures developed and approved by these multicampus committees. The subcommittees also, as has been indicated, make the final recommendation before credit is granted. Their decisions in this regard are not on the basis of questioning an individual faculty member's judgment but, rather, of whether basic policies concerning methods of assessment, descriptions of written assessment, etc., have been followed. One guideline, for example, requests a faculty member who decides to use a standardized externally developed examination to explain that a review of such examination has taken place and that the examination has been found appropriate; the subcommittee's role in this regard is to ensure that such steps have been taken. Another procedure calls for the opportunity for a student to challenge an examination at a campus other than that on which she/he is enrolled; the existence of the subcommittee in this process represents the fact that The Consortium is multicampus in nature and that the student is, in fact, enrolled in a program governed not by an individual campus department, but by a multicampus Academic Program Committee

Regional Administrators, Local Program Directors, and Dissemination

Also to help maintain broad consistency, The Consortium has identified on each campus particular people responsible for the administration of the procedures. This is being followed up by special meetings and workshops and the dissemination of detailed guidelines, forms, and other information in order to help ensure common pursuit of these policies from campus to campus. Illustrative of this effort is the development of a Manual for Regional Administrators, which includes standardized forms and a set of specific guidelines (see Appendix A). "Mock" information is also filled in to minimize misunderstanding as to the kinds to be provided. The following forms are provided in this instructional packet:

1. Preliminary Assessment Application Form. This is sent to all students by The Consortium office itself as part of a Student Handbook on Credit by Examination, with additional copies provided to the Regional Administrator (see Appendix B).

2. Letter from Regional Administrator to Department Chairperson describing policies and requesting name(s) of assessor(s).

3. Letter from Regional Administrator to faculty assessor, with Preliminary Assessment Results Form and instructions (see Appendix C).

4. Memo to Regional Administrator by Coordinator setting up the details of the assessment and providing all further information necessary for correspondence by the Regional Administrator to the parties involved (see Appendix D).

5. Letter to student by Regional Administrator allowing or denying assessment to go forward; if the former, an official application form is also enclosed.

6. Letter to student by Regional Administrator acknowledging receipt of fees and indicating how to contact faculty assessor.

7. Letter to assessor by Regional Administrator certifying that student has permission to proceed, sent with Official Assessment Results Form and instructions (see Appendix E). Final results are then sent to Coordinator of Competency Assessment.

VI. PROGRESS TO DATE AND REMAINING PROBLEMS

The 1975-76 year was spent developing the above procedures and written materials, securing approval and necessary support from faculty groups and other campus personnel, as well as the Office of the Chancellor, and disseminating the appropriate information, including the above-mentioned Manual. It is anticipated that the first students will be assessed in the summer of 1976. The policies are on a one-year pilot basis and will be evaluated in 1977. Evaluation will include examination of the academic performance of students who have received credit for prior learning, including a comparison of their performance with that of students taking equivalent courses. For example, in the case of students passing a challenge examination in a course that is a prerequisite to a more advanced course, performance in this advanced course will be compared with that of a student who has taken the actual prerequisite rather than a challenge examination.

The possibility of a statewide workshop to be conducted by The Consortium in the spring of 1977 will be explored; faculty and officials throughout the CSUC system as well as other colleges would be invited. The Consortium will also be working closely with the Chancellor's Advisory Committee on Credit by Evaluation (which is responsible for the development of suggested system-wide procedures for the assessment of prior learning), in order to explore the possible relevance of The Consortium's procedures for regular on-campus programs. Furthermore, several campus Deans of Continuing Education have already indicated an interest in the possible applicability of such procedures for their own campus' external degree programs. The Baccalaureate External Degree Program in the Humanities at California State College, Dominguez Hills, has, in fact, already adopted similar procedures.

Whether the particular responses to the challenges posed in this project will be successful remains, of course, to be seen. The Consortium expects to benefit from the actual experience of implementation during the year ahead. The following four issues bear close scrutiny:

1. Even though much has been attempted to make the challenge examination approach flexible, the very name "challenge examination" itself may intimidate some students. Appropriate dissemination of materials and use of field advisors will be important. The Consortium is fortunate to be able to call on an extensive network of local program directors and advisors for each of its programs on the various participating campuses.

2. Reliance on so vast a network of faculty members across the state makes it difficult to assure broad consistency despite the efforts mentioned earlier. Faculty workshops are clearly one answer, but because students are allowed to challenge virtually any course in the CSUC system, it is practially impossible to anticipate all the faculty members to invite to such a workshop, who might end up becoming assessors. On the other hand, as particular faculty members on particular campuses become identified by department chairmen as the appropriate contact for students, and as these faculty members become involved in assessment, this group may constitute a stable enough population of assessors who could profit from such a workshop and might also be a source of further dissemination to other faculty members on their campuses.

3. The current rate of reimbursement to the assessor ($35) per examination poses another problem. In itself this amount, while at least helping ensure that the faculty member's time is recognized, cannot adequately compensate for the full kind of creative involvement asked of the faculty in developing appropriate assessment techniques. On the other hand, the amount of reimbursement is limited by the self-support nature of Consortium programs. Obviously a balance must be found between adequate compensation for assessor and a reasonable charge to students.

4. The model is admittedly a complex one because of the various needs that had to be confronted, including the necessity to build in roles both for local and systemwide personnel. Whether the model will become too involved and place too many difficulties in the path of the student remains to be seen. As alluded to earlier, however, it should be noted that much of the complexity is really "behind the scenes"--designed not to interfere with the progress of the student but to help put him/her on the proper track. For example, the set of arrangements for preliminary assessment, while requiring a series of local campus decisions and then a clearance by the central Consortium office, does not require further action of the student beyond his/her initial filing of an application. What the procedures really do is allow the student to know exactly how she/he may or may not earn credit if deserved, and whether there will be any problems in his/her way, e.g., possible duplication of credit.

In conclusion, the major questions facing the model arise from the deliberate decision to confront certain major problems head on, and to attempt solutions that deliberately take a middle ground: between, on the one hand, total decentralization, with its risk of inconsistent treatment from student to student, and, on the other, total centralization, with the enormity of trying to conduct so vast an enterprise out of a central office, and between, on the one hand, exact replication of a traditional system of assessment and, on the other, total abandonment of it. The responses required for such "middle grounds" have had to be carefully developed and in some ways complex. Whether they are successful will be seen as the phase of model creation turns to phases of implementation and evaluation.

APPENDIX A

INSTRUCTIONS TO REGIONAL ADMINISTRATORS

From "Manual For Regional Administrators:
Individually Administered
Challenge Examinations"

Regional Administrator's responsibilities in connection with the following forms:

1. Preliminary Assessment Application Form [see Appendix B]

-- To be completed by applicant and sent to your office.

-- Form is included in the Student Handbook on Credit by Examination, sent to all Consortium undergraduate students. Additional copies (and copies of the application form by itself) will be provided to your office for distribution upon request.

-- Included in the form are special "Content Sheets" to be filled out by applicant for each academic discipline in which the learning lies. These will tell you what departments to contact.

(As indicated below, you will need to make one copy of the entire application - for The Consortium - and two copies each of the Content Sheets - for Department Chairperson and assessor(s).)

2. Letter from Regional Administrator to Department Chairperson

-- Based upon the "Content Sheets," contact the Department Chairperson for name(s) of appropriate expert(s) to do preliminary assessment.

-- You will probably want to do this initially by phone, with the form letter as a follow-up.

-- Include with the letter a copy of the Content Sheet appropriate to that Chairperson's discipline.

-- The Chairperson may need to contact more than one faculty expert if there is more than one field of expertise involved.

-- Emphasize: That the assessor must be one who has an open attitude toward granting credit, where deserved for academically equivalent prior learning.

-- In the case where you know that the department strongly discourages this possibility, please call the Coordinator of Competency Assessment *before* contacting the Department Chairperson: The Consortium has the option of requesting assessment at another campus. Also, telephone Coordinator in the event that no appropriate and willing assessors or equivalent course exists on the campus: The student is allowed to challenge a course on another campus.

3. Letter from Regional Administrator to Assessor
Requesting his/her review of preliminary application.

-- You may want to talk to this person first by phone. Do all that you can to ensure that the person does not oppose assessment simply because the learning did not occur in the classroom.

-- Enclose with the letter: (a) Form 4 ("Guidelines and Forms for Assessors: Preliminary Assessment") and (b) a copy of the student's "Content Sheet" for the appropriate academic discipline.

-- You may be contacting more than one assessor if there is more than one field of expertise involved (in which case, send the Content Sheet appropriate to that field).

-- If the expert feels qualified to review only part of a Content Sheet description, be sure that you consult another expert on the other part.

4. Guidelines and Forms for Assessors: Preliminary Assessment

This form is completed by the assessor(s) and returned to you.

-- Wait until you have all the Preliminary Assessment Results Forms back for any given student and then forward a copy of them with a copy of the student's Preliminary Application (all of it) to Coordinator of Competency Assessment. (As described below, a second

copy will later go to the student.)

5. Memo from Coordinator of Competency Assessment to Regional Administrator

(This is the one form that you do not distribute but is sent to you after the student's application is checked against possible duplication of credit.)

-- This confirms which tests the student is allowed to take, what fees to charge, and other information you will need in responding to the student.

-- If the student is allowed to take at least one challenge examination you send him/her Forms 6 and 7; if she/he is not, you send Form 8.

6. Letter of Invitation from Regional Administrator to Student to Take Challenge Examination(s)

7. Official Assessment Application Form

Sent to any student who is authorized (by Form 5) to take at least one test.

-- Accompanied by copy of Form 4.a., "Preliminary Assessment Results Form" (or Forms, if there was more than one assessor).

-- Student completes and returns official application form to you, with prescribed fee.

-- Indicate at the bottom that the fee has been paid and send the original to Coordinator of Competency Assessment. (You may want to make a copy for your own records.)

(When credit toward the major is allowable and you are so informed, the student will be required to obtain his/her advisor's approval on this application form.)

-- Of the $45 per examination, you send $35 to the faculty assessor and retain $10 for the office of the campus Dean of Continuing Education.

8. Letter of Denial to Student to Take Challenge Examination(s)

-- Sent to any student who did not receive permission to take at least one examination.

-- Accompanied by a copy of Form 4.a., "Preliminary Assessment Results Form" (or forms if there was more than one assessor).

9. Letter of Acknowledgment of Receipt of Student Application and Fees

-- Sent to student upon receipt of application and fees.

10. Memo from Regional Administrator to Assessor
Certifying that student has paid fees and has permission to contact the assessor for official assessment.

-- Sent to each assessor involved in challenge examinations applied and paid for by the student.

-- Accompanied by Form 11.

11. Guidelines and Forms for Assessors: Official Assessment

-- This includes Official Assessment Results Form, which assessor has been instructed to return directly to Coordinator of Competency Assessment.

-- Please assist assessor, if necessary, to secure campus facilities needed. Refer the assessor to Coordinator of Competency Assessment with any questions.

(Coordinator of Competency Assessment transmits Official Assessment Results to Assessment Subcommittee of The Consortium and to Consortium Registrar for posting and official notification to student.)

APPENDIX B

STUDENT PRELIMINARY ASSESSMENT APPLICATION FORM

THE CONSORTIUM
OF
THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

Preliminary Application for Individually Administered Challenge Examinations

Fill out this form and send to Regional Administrator of your program. This is normally the office of the Dean of Continuing Education at the campus where you are enrolled. If unsure who this is, contact advisor or the Registrar of The Consortium, 5670 Wilshire Boulevard, Los Angeles, California 90036.

Please print or type.

1. Name _____ Soc. Sec. No. _____
   Last First Initial

2. Address _____
   No. Street City State Zip Code

3. Phone: Day _____
   Area Code No.

   Evening _____
   Area Code No.

4. Date of first enrollment in The Consortium _____

   Degree Program _____

5. Indicate each overall academic discipline in which learning falls. Note that this refers to *overall* academic discipline such as English, not specific subject matter such as "Shakespeare." Do not use general categories, such as "Humanities." See "Directions" for examples.

   a. _____

   b. _____

   c. _____

   For each discipline listed, fill out a "Content" Sheet.

I certify that the information given on this form and on the Content Sheet(s) accompanying these forms is correct, complete, and my own. I understand that falsification will terminate the examination procedures. Should this occur, no credit will be awarded and no assessment fees will be refunded.

I also understand that any information based on the preliminary assessment as well as permission to proceed to an actual assessment does not constitute any guarantee of the results of that assessment or the actual awarding of credit.

_____ _____
Signature of Student Date

Name _____

Social Sec. No. _____

Tel. No. _____

CONTENT SHEET

Complete for *each* academic discipline checked on the previous page.

1. **Academic discipline** _____

2. **Description of content:**

   Describe the kinds of learning which you have acquired and wish to have evaluated. Be very specific. You may write on the back of the form if you need more space.

   Be sure to include two kinds of information:

   1) The specific subject matter (it may be more than one) within the academic discipline; in other words, the specific area corresponding to a college course. For example, where "Sociology" is listed as the overall academic discipline, specific subject areas might be: "Introduction to Sociology" (a survey of the whole field), "Group Behavior," etc.

   2) More specifically, list the individual topics in which you have knowledge as well as the skills that you can demonstrate you have acquired. Topics within "Group Behavior," for example, might be: mob behavior, analysis of leadership, the power of suggestion, etc.

(For additional space, use back of this sheet)

3. (Optional but very helpful) Relationship of your learning to actual college courses at a CSUC campus. (List college, course name, and course number if you know it.)

_____

4. How did you acquire this subject matter knowledge or proficiency?

_____

_____

_____

5. (Optional) Do you already have any ways, apart from a test, to help demonstrate any of this knowledge or these proficiencies? (For example, a certificate, a portfolio of art works, a tape of a concert performance, a report you have written, project, or publication that substantiates the development of your skill or knowledge.)

_____

_____

6. In addition to your answer to Question No. 6, do you have any other suggestions as to how you might demonstrate the knowledge or proficiencies described here?

_____

APPENDIX C

GUIDELINES AND FORM FOR ASSESSORS: PRELIMINARY ASSESSMENT

GUIDELINES AND FORMS FOR ASSESSORS

Preliminary Assessment

Individually Administered Challenge Examinations

The Consortium of The California State University and Colleges

Your assistance, as a consultant to a special multi-campus faculty assessment committee of The Consortium, is greatly appreciated. The first stage calls for a preliminary unofficial assessment to provide guidance to the student. The following information is relevant both to this assessment and to any official assessment that may take place at a later time.

GENERAL POLICY

Two objectives have been foremost in mind. Any program must first of all be academically sound, consistent with other academic components of a baccalaureate program, and equitable in awarding credit to different students in very diverse fields. Second, and equally important, the evaluation process must be realistic and viable from the applicant's point of view; one's concern for academic soundness must be matched by a concern that the legitimate knowledge and competence of students are being recognized where they occur. In external degree programs, that are taken by many adult students, this will often mean knowledge and competencies that have been developed outside of the college classroom. The learning must be shown to be college-level; at the same time, it can be legitimate no matter what the source, including that developed through practical experience and work.

Credit will be awarded blocks of three, six, etc., semester units (or the equivalent quarter units) and recorded as "Credit by Examination". No letter grades will be used. CR/NC grading is used for all credit by examination; i.e., a student with a grade equivalent of "C" or higher passes.

GUIDELINES FOR WHAT IS CREDITABLE

Students must demonstrate learning that is:

(1) College-level;

(2) Worth at least three semester units;

(3) Comparable to the same overall objectives of a course offered for degree credit at a CSUC campus. Unless you are given specific information to the contrary, this course must be listed in your campus undergraduate catalog.*

(4) Of a level of depth and scope equivalent to the standards used for grading such a course.

HOW THE LEARNING MAY CORRESPOND TO A COURSE

There are two situations that may be applicable.

(1) If a course offered for degree credit on your campus basically relates to the learning the student describes (or part of that learning), the key criterion is that the learning adequately corresponds to the major objectives you

---

***Note on Credit in Language or Music Skills:**

The Consortium will follow regulations that exist on your campus where the student takes an examination in regard to the following: 1) credit in a foreign language which is the mother tongue of the applicant is granted only for upper division courses in literature, not in composition or grammar; 2) credit is applied music skills (piano or instrument) will not be granted for an elementary course when the student can demonstrate skills at a higher level.

consider essential to the student's knowledge of that course. *Thus, an exact equivalence to every aspect of the course and every specific textbook is not required.* The student's learning must cover those basic areas and basic competencies (acquired in a variety of ways) without which you would be seriously wary of certifying that the student has demonstrated appropriate knowledge of the subject in question.

(2) If there is no such specifically defined course on your campus, the student can still be eligible for credit provided that his/her learning corresponds to what you would require if it were the basis of a three semester (4.5 quarter) unit course that is more open-ended such as Special Topics, Special Studies, etc. The student's learning might, for example, represent a new combination of knowledge cutting across courses rather than all of one course; or an in-depth knowledge that is not taught at your campus for some reason other than its academic appropriateness. In such cases, the guideline is whether, if a student studied the equivalent amount of learning in a special topics or other open-ended course, you would be willing to award three semester units if the work was successfully completed.

DIRECTIONS FOR PRELIMINARY ASSESSMENT

You are asked to determine whether there is a possibility that at least three college-level units of learning *may* be involved. Note that you are not determining or committing yourself to this, but only making an informal suggestion for the benefit of the student.

Only where you are relatively sure that there is very little chance of a successful outcome should you indicate this. Then the student will not be allowed to proceed further. In all other cases, the final decision as to whether to pay the application fee and proceed with the examination is left to the student.

On the Preliminary Assessment Results Form you have the opportunity to indicate (1) if you have any questions about the learning and; (2) suggestions for the student so that (s)he can understand better the coverage that will be involved. A copy of this form will be forwarded to the student.

Please make your recommendation based on the following: (1) principally, the *student's application,* (2) if necessary, because of doubts or questions you have, *a phone conversation* with the student. (The letter to you from the Regional Administrator has indicated how the student can be reached).

You are also asked to suggest methods you think appropriate for the actual assessment. *The assessment procedure can take a variety of forms* (and a combination of forms): a written examination of objective, essay, or objective and essay questions; a written paper; an oral examination; a portfolio of art products or other previously created works, etc. A standardized test should be used only if you have a basis for judging that the test has been adequately reviewed. It would normally be supplemented with another assessment procedure, such as a written essay question.

If you do not recommend against evaluation and the student goes on, we will inform you. If you become the official assessor, Dr. Barrie Bortnick, The Consortium's Coordinator of Competency Assessment and Evaluation, may be in touch with you to offer assistance regarding the particulars of the testing procedure(s) you may want to choose.

THE CONSORTIUM OF THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

PRELIMINARY ASSESSMENT RESULTS FORM

(Please complete and return to Regional Administrator at campus address on his/her letter to you.)

Name of student _____ Date _____

In answering questions #1 and #2, it will be assumed that the course(s) is on your campus unless otherwise specified. (If no appropriate course is available on your campus but you do know of one at another CSUC campus, please so indicate.)

1. Courses in which you would recommend allowing the student to take a challenge examination (give department number and title) and number of semester units (quarter, if applicable) for each: (Include courses for which you have reservations, but would leave the final decision to the student.)

Department No. **Course Title** **# of Units:** ☐ **Sem** ☐ **Qtr.**

_____

_____

_____

_____

2. In the case of courses listed above for which you have reservations, please indicate what those reservations are and how the student might prepare to overcome the deficiencies you suspect (s)he has.

_____

_____

_____

_____

_____

_____

_____

_____

3. Other areas of the student's application in which you would strongly recommend *against* allowing a challenge examination. (Please explain.)

_____

_____

_____

_____

_____

_____

_____

_____

4. Did you contact the student personally (either by phone or in person)? _____

_____

_____

The remaining questions refer to the courses listed under #1 above.

5. For each course listed, please indicate the method or methods you would recommend (oral examination; written examination, which may be an objective test, an essay, or some combination; written report or paper; project; portfolio; externally developed test; or some combination of the above).

_____

_____

_____

If a written test is recommended, do you have one available that is appropriate or would you recommend that an examination be constructed?

_____

6. Would you be willing to serve as the student's examiner? _____ If you feel that you are not the appropriate person to carry out this assessment, please indicate why, and, if possible, suggest someone who might be.

_____

_____

7. Do you have any further suggestions regarding ways in which the student can prepare for the examination(s), or any other comments or suggestions about the examination(s) that might be helpful to the student?

_____ _____

Signature of Assessor Date

_____ _____

Print or type name Title or Position

_____ _____ _____

Campus Department Office Tel. Number

_____

Address

_____

Best day(s) and times that student can phone you. _____

APPENDIX D

MEMO FROM COORDINATOR OF COMPETENCY ASSESSMENT TO REGIONAL ADMINISTRATOR

State of California

Trustees of The California State University and Colleges

Memorandum

To : Regional Administrator of The Consortium Programs or Designee

Date:

From : Barrie D. Bortnick, Coordinator of Competency Assessment

Subject: Permission to Proceed to Challenge Examination(s)

Re: _____ _____
(Applicant's Name) (Applicant's Soc. Sec. no.)

☐ The above applicant is permitted to take at least one challenge examination and should receive Form Ch. 6, with Official Assessment Application Form

☐ The above applicant is not permitted to take any challenge examinations for which (s)he applied and should receive Form Ch. 8

The above applicant is permitted to take the following examination(s):

1. Course to be challenged (Dept. No. and Title) _____

Name of assessor _____ Campus _____

Sem. Units _____

Qtr. Units _____

Method(s) of assessment agreed upon through preliminary assessment _____

_____

_____

Other comments: _____

_____

_____

2. Course to be challenged (Dept. No. and Title) _____

Name of assessor _____ Campus _____

Sem. Units _____

Qtr. Units _____

(over)

Method(s) of assessment agreed upon through preliminary assessment

_____

_____

Other Comments: _____

_____

_____

3. Course to be challenged (Dept. No. and Title.) _____

Name of assessor _____ Sem. Units _____
Qtr. Units _____

Method(s) of assessment agreed upon through preliminary assessment

_____

_____

Other Comments: _____

_____

_____

Total assessment fee: _____

Ch 5 3/76

BDB:jk

APPENDIX E

GUIDELINES AND FORM FOR ASSESSORS: OFFICIAL ASSESSMENT

GUIDELINES AND FORMS FOR ASSESSORS

Official Assessment

Individually Administered Challenge Examinations
The Consortium of The California State University and Colleges

The preliminary assessment instructions have described the general policies governing the individual assessment of The Consortium's external degree undergraduate students. Again, the general philosophy underlying the program is that while the learning must be shown to the college-level, it can be legitimate no matter what the source. Especially in the case of adult students, this learning may have occurred through extensive work experience.

The remainder of this page reviews The Consortium's guidelines governing the granting of credit by challenge examination.

GUIDELINES FOR WHAT IS CREDITABLE

Students must demonstrate learning that is: 1) college-level; 2) worth at least three semester units; 3) comparable to the same overall objectives of a course offered for degree credit at a CSUC campus. Unless you are given specific information to the contrary, this must be a course listed in your campus undergraduate catalog; and 4) of a level of depth and scope equivalent to the standards used for grading such a course.

HOW THE LEARNING MAY CORRESPOND TO A COURSE

1. *If a course offered for degree credit on your campus basically relates to the learning the student describes* (or part of that learning), the key criterion is that the learning adequately corresponds to the major objectives you consider essential to the student's knowledge of that course. *An exact equivalence to every aspect of the course and every specific textbook is not required.* The student's learning must cover those basic areas and basic competencies (acquired in a variety of ways) without which you would be seriously wary of certifying that the student has demonstrated appropriate knowledge of the subject in question. It might thus be helpful, before the assessment, to draw up an informal list of major objectives to the course in question. The examination can then be designed to cover those objectives.

2. *If there is no such specifically defined course on your campus,* the student can still be eligible for credit provided that his/her learning corresponds to what you would require if it were the basis of a three semester (4.5 quarter) unit course that is more open-ended such as Special Topics, Special Studies, etc. The student's learning might, for example, represent a new combination of knowledge cutting across courses rather than all of one course; or an in-depth knowledge that is not taught at your campus for some reason other than its academic appropriateness. In such cases, the guideline is whether, if a student studied the equivalent amount of learning in a special topic or other open-ended course, you would be willing to award him/her three semester units if the work was successfully completed.

***Note on Credit in Language or Music Skills:**

The Consortium will follow regulations that exist on your campus where the student takes an examination in regard to the following: 1) credit in a foreign language which is the mother tongue of the applicant is granted only for upper division courses in literature, not in composition or grammar; 2) credit in applied music skills (piano or instrument) will not be granted for an elementary course when the student can demonstrate skills at a higher level.

DIRECTIONS FOR OFFICIAL ASSESSMENT

Students proceeding to official assessment have already had their preliminary materials reviewed. They have been informed, however, that this is no guarantee of the actual awarding of credit. The course to be challenged and the methods of assessment are indicated in the enclosed materials. The judgment is on a Credit/No Credit basis, i.e., passing is "C" or higher. Credit is awarded in blocks of three, six, etc., semester units (or equivalent quarter units). In the case of a written examination, the assessor is encouraged to provide questions that offer an opportunity for the student to demonstrate knowledge of basic underlying course objectives without requiring a point-by-point equivalence with every aspect of the course taught and the particular textbooks used.

If the assessment requires the student to display examples of his/her previous work, you should feel free to request any authentication of authorship that you deem necessary.

The enclosed Official Assessment Results Form is to be used to record the results. Please return it to: Dr. Barrie D. Bortnick, Coordinator of Competency Assessment, The Consortium of The California State University and Colleges

at:

(Prior to June 1, 1976) – 5670 Wilshire Boulevard, Los Angeles, California 90036, Tel.: 213–938-2981, Ext. 461.

(After June 1, 1976) – 400 Golden Shore Drive, Long Beach, California 90802, Tel.: 213–590-5696.

Include on this form a detailed description of your recommendation and the methods used in the assessment (since this form will become part of the student's permanent record).

Provisional Credit and Follow-up Examination

There is one other recommendation that can result from this evaluation. In cases where a substantial portion of learning has been mastered, but there are deficiencies, the assessor may recommend to the student certain follow-up procedures to complete his/her learning. In these cases the results of the testing, instead of being discarded, are the basis of a diagnosis for further work. The follow-up procedures may include suggestions of specific books to read, or other ways in which the student can fill in his/her lack of knowledge, along with specification of a follow-up assessment procedure such as a term paper or a second, briefer examination. In such cases, you retain the original Assessment Results Form until the student completes this work to your satisfaction (normally within the calendar year).

There is one further option in the case of the student's demonstrating a *substantial* deficiency. There may be an option on some campuses that would enable the student to gain the credit without totally discarding the results of the examination, i.e., by enrolling the student in a one semester-unit directed study course. Upon successful completion of this course, the student earns the total of three semester units (or equivalent quarter units) of credit for the entire course being challenged. For details as to this possibility, contact your campus's Dean of Continuing Education.

OFFICIAL ASSESSMENT RESULTS FORM

Individually Administered Challenge Examination
The Consortium of The California State University and Colleges

Please return to: Dr. Barrie D. Bortnick, Coordinator of Competency Assessment, The Consortium of The California State University and Colleges.

(Prior to May 1, 1976): 5670 Wilshire Boulevard, Los Angeles, California 90036. (After May 1, 1976) 400 Golden Shore Drive, Long Beach, California 90802.

Name of applicant: _____
(Last) (First) (Middle)

Challenge examination for: (Department No.) _____

(Course Title) _____

Credit value of course if successfully completed _____ Semester system ___

Quarter system ___

Campus: _____

Method of Assessment:

Written test (objective questions) _____ Term Paper _____

Written Test (Essay) _____ Special Project _____

Oral Examination _____ Portfolio of Creative Works _____

Other _____

If the testing procedure was developed by a source other than yourself, please indicate the source.

Please describe the method(s) and reasons(s) for using it.

Please describe applicant's performance and your reasons for recommending for or against awarding of credit.

Additional comments (including whether there was a follow-up assessment based on remedial work):

On the basis of my assessment of the applicant's performance by the method(s) listed above, I hereby recommend that the applicant be awarded _____ credits semester / quarter _____ in (academic discipline). The basis of this judgment is an equivalent of the applicant's learning to the major objectives of the course(s) listed on page 1 of this form.

_____ _____
Assessor's Signature Date

_____ _____
Type or Print Name Assessor's Soc. Sec. No.

CAEL Institutional Report
Memphis State University

ASSESSING PRIOR LEARNING IN A TRADITIONAL STATE UNIVERSITY

Richard R. Ranta

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PREFACE

The University College of Memphis State University is an independent degree-granting college within the structure of a large (23,000) traditional state university serving the educational needs of the Mid-South. The University College offers nontraditional degrees for those students whose experience, talents, and interests are best served through a program that emphasizes personally designed education, i.e., contract degrees. The College degree programs are systematic, yet sufficiently flexible to permit students and contract advising committee members to design individual, interdisciplinary programs of study which other units of the University have not been able to develop.

Because 1975-76 was the first academic year in which the University College admitted students, the College staff had three main concerns regarding experiential learning. First, specific criteria were needed not only to inform students of what would be expected of them when they applied for experiential learning credit, but also to inform assessment faculty and other members of the University so that they might better understand the process of assessing experiential learning, how to apply it, and how legitimate a learning/crediting device it was. Second, specific procedures needed to be developed in order to properly administer the assessment of experiential learning. Third, experiential learning criteria and procedures needed to be integrated into the structure of the University College and possibly into the structure of the entire University.

Chapters I and II provide background information concerning the nature and status of the University College program. Chapter III outlines the project's objectives. Chapter IV details the method of investigation used for the project. Chapter V indicates the results of the College's one year of experience with experiential learning. It contains a detailed procedure for experiential learning assessment, criteria for portfolio assessment, and suggestions to assessors. Finally, the chapter addresses the subject of acceptance of experiential learning within the traditional state university structure of Memphis State. The appendix material provides specific examples of documents found to be useful in the assessment of experiential learning.

This report is the result of over a year's investigation by a host of faculty and adminstrators connected with the development of Memphis State University's University College. Several sections of the report have been highly influenced by the work which the following people did in order to make University College a reality: Dean Robert Hatala, Assistant Dean Susanne Darnell, Director of Academic Programs Maranell Khatel, Associate Director of the Tennessee Higher Education Commission E. Grady Bogue, Director of the Center for Instructional Service and Research Douglas Mayo, Professor Robert Magowan, Associate Professor Graden Kirksey, Associate Professor Ramsey Fowler, and Assistant Professor Sophia Brotherton. Other sections of the report owe much to the generosity of the institutions which the University College Committee visited or which are associated with the CAEL Assembly.

I. INTRODUCTION

This operational model was not developed to apply specifically to any class or type of higher educational institution. It was developed to solve the specific problems of a new, innovative, interdisciplinary college within a large, traditional state university. The focus of the project was both evident and difficult: All the necessary criteria and procedures for the assessment of prior experiential learning had to be developed while the college began its first year of operation. These criteria and procedures were both constructed and tested by faculty, students, and administrators who had little, if any, concept of what prior experiential learning assessment was before coming in contact with University College and the Operational Models Project. Moreover, the criteria and procedures had to be established under the watchful eye of a skeptical university faculty.

At the moment, all appears to be well. As the report indicates, the criteria and procedures were developed, students assessed, the college flourishes, and the University is beginning to understand, at least, and, in some quarters, to accept crediting prior experiential learning. There remains, however, a great deal to do. The College and the program are only one year old. A great deal of research and some refinement remains. However, as of this writing, the project appears to be very successful. Thus, perhaps it will be of use to others who find themselves confronted with similar situations and problems so that they will not have to reinvent the wheel.

II. PROGRAM DESCRIPTION

As mentioned in the Preface, Memphis State University is a large (23,000), comprehensive state university situated in an urban population center of over one million people. The University offers educational opportunities to the people of the Mid-South (an area encompassing all or parts of the states of Tennessee, Mississippi, Arkansas, Missouri, Alabama, and Kentucky) ranging from continuing education workshops to the Doctor of Philosophy degree.

Although situated in a major metropolitan area and composed of a student population with a median age of 24, until recently the University has grown along traditional lines offering traditional structures and courses to traditionally prepared and motivated students. The students who did not fit the stereotypical mold were serviced mainly through the Continuing Education Division. Within the past four to five years, some departments have begun experimenting with internship programs (accounting, drama, political science, and speech), some with competency-based instruction (education), and some with crediting experiential learning in ways other than the traditional CLEP or credit-by-examination method (engineering technology). However, these efforts were scattered and had had little impact on the total university structure or population.

In the spring of 1974, in response to recommendations from two University Task Forces, Memphis State began the development of a nontraditional degree granting college. Named University College to symbolize its mission to draw ideas, faculty, students, and programs from throughout the University, the College provides structure and guidance for students who are unable to fit into the traditional programs, to plan and develop individualized, interdisciplinary contract degrees in ways and areas not previously available to Memphis State students.

University College offers bachelor degrees in Liberal Studies (BLS) and in Professional Studies (BPS). Each degree has three components: Liberal Studies, Thematic Studies, and Coordinated Studies. As of September, 1975, mature, motivated students whose specific career goals were not being met by traditional majors, have been able to design, in consultation with advisors, their own interdisciplinary degree programs, i.e., learning contracts. (See Appendix A.) Credit may be earned not only from courses traditionally offered at Memphis State and other accredited institutions, but also by experiential learning, independent study, and internships. Each student also completes a uniquely designed senior Synthesizing Project, which serves as a capstone for the degree.

Because University College has no permanent faculty, it purchases the services of faculty for instruction, student advising, and administrative counsel from the other four undergraduate colleges: Arts and Sciences, Engineering, Education, and Business Administration. In this manner, University College maintains an organic relationship with the University and affords faculty throughout Memphis State the opportunity to explore and develop interdisciplinary ventures at every level of the curriculum, from courses through degree programs.

As of February 25, 1976, University College admitted 54 students into 40 different degree programs. Thirty-eight persons were still in the admissions process, and more than 210 others had made inquiries. Seventy percent of University College students work full time; 95 percent

live off-campus, and 63 percent are over 25 years of age. The average student age is 32, compared to the total University average of 24 years. Forty-three percent are women; 7 percent are black; 33 percent have senior-class standing, and the average ACT score is 23.6 compared to the University average of 20.0.

Individual contract degree titles include political communication, food administration, medical media resources, and cross-cultural art analysis. Degree completion guidelines have been prepared at the request of student groups in aviation administration, health care administration, commercial music, and vocational-technical education, incorporating previous noncollege instruction and experience. More than 15 community professionals now serve with faculty on student contract/advising committees.

During its first semester University College has already influenced decisions at Memphis State. The College of Arts and Sciences has asked University College to administer its "Interdisciplinary Lectureship," now on a University-wide basis. The new graduate program, Master's Degree in Individualized Studies, is expected to move to University College before the fall of 1976. The College of Education has petitioned to adopt the contract degree in vocational-technical education including the accrediting of experiential learning. Faculty members have sought out University College to ease administrative difficulties in offering interdisciplinary courses. Degree specifications on extension courses are being reviewed by the Deans' Council of the University at the prompting of University College students, who as a group bring broader educational and work experiences to their university studies than traditional students.

By 1980, at least 300 students are expected to be associated with University College. Fifteen interdisciplinary courses will be offered by University College in two categories: Liberal Studies, 10 courses; Thematic Studies, 5 courses. In addition, students will be engaged in independent study, internships, and senior Synthesizing Projects. At least two faculty members will serve as teaching staff in each course, totaling at least 30 instructional faculty members, in addition to 12 faculty members on the College's Faculty Council. Most University College courses are to be offered a second time, and none will be repeated more than three times, insuring a healthy flow of ideas and styles between University College and the rest of Memphis State University. Where appropriate, articulation is being established between University College and programs such as Urban Studies and International Studies.

Although the faculty and administrators who developed University College believed that the College's nontraditional programs and methods would aid previously frustrated students, they also hoped that the College's methods would have a catalytic effect on the rest of the University. Some of the College's effects have already been described. However, no area offers a greater opportunity for catalytic effects than the crediting of experiential learning through portfolio assessment. Certainly, no activity of University College has been the source of greater faculty discussion.

The evaluation of experiential learning has plunged Memphis State's faculty deep into the area of portfolio assessment. The experiential learning of a group of about 200 Federal Aviation Administration personnel interested in degree programs in University College has been assessed under a group contract agreement. Other individual and group assessments are under way

with experiential learning assessment formally included in the vocational-technical education program.

Because University College's degree programs cut across traditional departmental and college lines, the College's staff has been particularly concerned about developing intrainstitutional articulation agreements regarding experiential learning credit. This area is of special concern to the University as a whole, because the credit granted students for prior learning is not just applicable to University College, but is potentially transferrable to any other degree program in the University. Credit granted for experiential learning by University College is placed on the student's record at the time of his/her admission to the College or as soon thereafter as possible, and thus can be used in lieu of formal instruction, or for the fulfillment of requirements, in many areas of the University.

Undoubtedly, the most significant implementation problem facing the crediting of experiential learning at Memphis State is the confidence of the faculty in the assessment. The College has already sponsored three workshops to instruct faculty associated with University College students in the concepts and procedures of experiential learning assessment. What is still needed is a reliable, validated model for the assessment of experiential learning which will convince skeptical faculty that credit is being awarded in a fair and valid manner for significant learning which occurred outside of the traditional classroom situation. These are the problem areas which the model addresses.

III. PROJECT OBJECTIVES

Because the University College was offering assessment of prior experiential learning through portfolio evaluation for the first time in the history of Memphis State University, the project had two primary and very fundamental objectives.

First, procedures, forms, and criteria had to be developed for the assessment process. At the beginning of the assessment of prior learning project, the committee forming the University College had some rough ideas gathered from research into what other institutions were doing, but no concrete procedures or criteria. Therefore, the project had as one objective the construction of the fundamental, functional basis for the assessment process.

Second, the project was to supply the impetus for broadening the University's concept of education while providing the assurance that traditional academic standards were not perverted. The mission of the University College called for the College to undertake innovative programs with an eye to having a catalytic effect on the rest of the University. A venture into the area of prior learning assessment was certainly innovative for the University, but, because of the skeptical attitude of some faculty, it also risked the rejection not only of the prior learning assessment program, but also of other University College ventures. Consequently, a major objective of the project was to develop criteria and procedures for assessing prior experiential learning, and to have these procedures and criteria acceptable within a traditional university structure.

IV. METHOD OF INVESTIGATION

The first step in determining if and how the University College should undertake a program of prior experiential learning assessment involved not only a great deal of reading about what others had done at their institutions and why such assessments were academically valid, but also on-site visits at several institutions with innovative programs including prior learning assessment. Members of the committee developing University College and members of the Memphis State University Academic Senate, who would have to approve the College and its programs, visited institutions such as Empire State University, Central Michigan University, The University of Alabama, and Evergreen State College in order to see firsthand how portfolios were developed and assessed. Additionally, members of the committee began attending CAEL Assembly meetings and returning armed with new suggestions and enthusiasm.

From these investigations, rough guidelines and program rationales were developed for presentation to various approving bodies such as the Academic Policies Committee, the Academic Senate, Office of Admissions and Records, and the Office of the Vice President of Academic Affairs. The guidelines and rationales were not presented as finished projects, but were brought to these bodies at an early stage of development so that they might better understand and contribute to the final product. Thus, the rationale for the program was not the product of an isolated committee, but rather of the entire academic approval process of the University.

The specific procedures and criteria were developed from investigations into what other institutions such as Central Michigan University and William Rainey Harper College, as well as the other programs in the CAEL Operational Models Project, were doing; from interviews with faculty, students, and administrators throughout the college and departmental structure of Memphis State; and from trial experiences in assessing the prior learning of Federal Aviation Administration personnel. Criteria and procedures were developed, analyzed, tested, reanalyzed, and revised until they were developed to the stage where they could stand the test of faculty and student use and criticism. The procedures and criteria were then brought before the University College Faculty Council for their advice and approval. They were subsequently placed into operation.

V. PROJECT RESULTS

The project achieved most of its objectives. This section details a formal procedure for undertaking the assessment of a prior learning portfolio, delineates a set of criteria to be used in assessments, defines an expert evaluator, and offers tools for the assessment. Additionally, the section indicates the success of the project in gaining student and faculty acceptance.

PROCEDURE FOR EXPERIENTIAL LEARNING ASSESSMENT

A student seeking credit for prior experiential learning may obtain credit for his or her knowledge and/or skill in a variety of ways. Traditionally, all or parts of Memphis State's departmental and college structures have credited prior learning to a student on the following bases: (1) matriculation in a regular credit course in the desired subject; (2) matriculation in and successful completion of a higher-level course which assumes the knowledge of the prior learning area; (3) transfer of prior learning which has been validated at another accredited university; or (4) successful completion of a departmental examination for the course which covers the prior learning (Credit-by-Examination). Recently, due in part to the same influences which formed University College, prior learning can be credited through (5) CLEP examinations. With the advent of University College, prior learning can now be credited through (6) portfolio assessment.

Because the University accredited prior learning through all the above mentioned procedures except portfolio assessment even before the inauguration of University College, and because of the expense and difficulty of portfolio assessment, any student applying for the assessment of prior learning must first exhaust all other possible avenues of crediting. The general procedures for the process of portfolio assessment are:

1. Evaluation of experiential learning for credit is undertaken only for those students who have formally applied to the University College and paid both the Application Fee of $15.00 and the $25.00 Contract/Advising Fee.
2. The student who wishes an assessment prepares a detailed and documented portfolio of his or her adult learning experiences that are to be evaluated, stating which competencies he/she believes have already been acquired. (See Appendices B and C.)
3. The student's Contract/Advising Committee will assist the student in identifying those competencies in which he/she has had prior learning experiences, and help the student decide which competencies and exact amount of credit he/she should seek by portfolio assessment and which by more traditional means.
4. After the student and the Contract/Advising Committee have determined for which prior learning experiences credit will be sought, and have prepared all forms and necessary explanations and documentation, the chairperson of the Contract/Advising Committee will forward the

portfolio to University College to arrange for the selection of an assessor. It is important to note that the recommendation concerning the award of academic credit will be made by the assessment faculty and approved by the Dean of University College, and will not necessarily coincide with the amount of credit which a student is seeking. (See Appendix D.)

5. After determining the best qualified person or persons to assess the student's prior learning, the Dean will select a University faculty member, or a committee including at least one University faculty member, to perform the assessment. The faculty member, or committee, will make the decision as to which technique of assessment or combination of techniques will be used, including interviews, documentation, observation of performance, examination, etc.
6. After a selected faculty member has agreed to evaluate a student's experiences in a specific field, the student's portfolio is given by the Dean to that faculty member. The student is notified of his faculty assessor by letter from the Dean of University College and advised to arrange an interview. In those cases where more than one faculty member will be doing the evaluation, it will be the student's responsibility to make any interview arrangements with each assessor. The basic purpose of the interview is to allow the evaluating faculty member an opportunity to verify the information in the portfolio in an appropriate manner; and to secure additional information from the student, or from other sources, about the experience described in the portfolio. Also, if there are original works of art, voluminous published materials, or other bulky materials to be presented as supporting evidence, these would normally be brought to the interview.
7. The evaluating faculty member may seek additional information about the student's knowledge and abilities through the Contract/Advising Committee, directly from the student, or from persons knowledgeable about the student's achievements.
8. After the faculty member has completed the evaluation by applying the criteria detailed in the following section, he/she makes a written recommendation for or against the award of credit, the amount of credit, and the level of credit. He/she submits the recommendation and the portfolio to the Dean of University College for his review and approval or disapproval.
9. After the Dean has approved or disapproved the award of credit, he notifies the student of the results of the assessment.
10. The student must pay the Credit Evaluation Fee of $15.00 per credit hour granted, or a maximum fee ($90.00), if the student is under a group contract.

11. The Records Office is notified by the Dean of the award of credit, and this award is entered into the student's permanent record.

For numerous reasons no timetable for completing student evaluations can be formulated in advance. In some cases individual evaluations may require as long as six months to complete because a student's experiences relate to various disciplines, because records are difficult to obtain, and/or because faculty from other institutions must be contacted to make the evaluations. Although every reasonable effort is made to proceed expeditiously, new students should not assume that the evaluation can be completed during the session of their initial registration or during one session preceding the desired time of initial enrollment.

CRITERIA FOR PORTFOLIO ASSESSMENT

The following criteria are applied by the evaluator to determine if credit for experiential learning through the portfolio assessment method is appropriate:

1. *Related to Coordinated Study.* The knowledge must relate to the coordinated study area. Only learning which is an intrinsic part of the student's chosen concentration area will be assessed.
2. *College Level.* The knowledge must be equivalent to learning levels typically found in college and universities. Moreover, the quality of the learning must be equivalent to a college grade of "C," the lowest grade which a student can transfer from one university to another. The following guidelines should be applied in determining whether or not the learning is appropriate for college credit:

   a. Institutional precedent: Has credit ever been given or accepted for learning in this area?

   b. Analogy: Has credit been given for learning in areas very similar to this field of study?

   c. Transfer: Do other higher education institutions give credit for learning in this area?

   d. Uniqueness: Is this area distinguishable from the learning that everyone gains through standard life experiences or that is typically acquired prior to college entry?

   e. Prerequisite: Does the area assume knowledge which is typically found in other college level courses before the area can be properly or most effectively understood?

   If the answer to these questions is yes, then the learning is of college level.

   Even when it is determined that the learning is of college level, the evaluator must proceed to determine the appropriate course level of the learning. The three possible levels of undergraduate learning granted through portfolio assessment are:

   a. UNIV 1900-1999 Introductory Level Experiential Learning in _____ (Descriptive Title) _____.

This level is designed to represent credit earned for knowledge or skills that assume no prior college experience in order to master the material or skills effectively.

b. UNIV 2900-2999 Intermediate Level Experiential Learning in

(Descriptive Title).

This level assumes that the student must have at least introductory-level college skills or material mastered in order to develop competencies in the skills and materials at this level.

c. UNIV 3900-3999 Advanced Level Experiential Learning in

(Descriptive Title).

This level assumes that the student is able to build upon prior college-level knowledge in order to master skills or materials of a sophisticated, intricate nature, appropriate for upper-division college work.

3. *Documented Experience or Instruction.* The student must demonstrate, document, or prove that skills, competencies, or knowledge have been acquired as the result of prior learning which does not overlap college credit which has been received or will be received as a result of the plan of study. The skills, competencies, or knowledge must be as fully documented as possible through records, letters, journals, physical evidence, etc., and must be measurable through tests, interviews, demonstrations, or expert evaluation.
4. If *Expert Evaluation* is to be used in assessing the student's portfolio, then the assessor must be someone in the particular area evaluated who meets at least one of the following criteria:

   a. Academic preparation as evidenced by degrees held;

   b. Active teaching;

   c. Supervision of others;

   d. Publications, papers, etc.;

   e. Awards or recognition for achievement;

   f. Extensive service;

   g. Unique qualifications which increase the likelihood of valid and reliable subjective judgments.

5. *Time in Work Experience.* Although we are not crediting experiences per se, usually mastery learning does not take place without extensive commitments of time. Thus, as a rough guide, normally each hour of credit granted for prior learning should be supported by at least 100 hours of documented, in-depth experience in the area--that is, active learning experience which has not become routine. This time in experience does not mean that one might not have acquired extensive knowledge in less time, but is to serve only as a suggested guide to aid in determining the number of credits which might be awarded.
6. *Theoretical Understanding.* The learning must encompass a reflective as

well as a skill level of knowledge. The student must be able to relate the theory and concepts behind the acquired knowledge or skills.

7. *Method of Inquiry.* The knowledge must include an understanding of how research or investigation in the area is conducted. In other words, the student must understand the area's methods of inquiry.
8. *Professional Application.* Not only must the student understand the theoretical basis of an area, but he or she must also be able to apply that knowledge in analyzing problems or undertaking specific actions related to it.
9. *Organization of Knowledge.* The knowledge must be systematic and organized in a manner which communicates its value.
10. *Field of Knowledge.* The student must display a knowledge of the development of the area--its basic history.
11. *General Application.* The knowledge must be generalizable so that it encompasses an area of study and is not merely confined to a particular procedure in a specific company or organization.
12. *Related to Other Fields.* The student should be able to relate his area of knowledge to collateral areas, indicating not only his depth of knowledge in the field, but also his breadth of knowledge.

SUGGESTIONS TO THE EVALUATOR

In order to evaluate properly the student's range and depth of knowledge, the evaluator should construct a competency scale for the subject to be evaluated. The scale should be designed so that the student's knowledge in each necessary component can be specified in terms of the student's ability to perform or comprehend at specified levels. An example of this type of scale or rating grid is provided in Appendix E.

By using the stated criteria in conjunction with the necessary subject requisites of the area being evaluated, the expert determines whether the student is to be awarded credit or not, how much credit, and at what level. The Preliminary Assessment Form of Appendix F can be used to establish alternate routes of accreditation or to approximate the number of credit hours to be awarded.

ACCEPTANCE OF THE PROJECT

Although it is too early to establish clearly the effect of the project upon the College, let alone the University, there are some encouraging indications. First, the faculty, students, and administrators of the University College have accepted the procedures and criteria and are successfully implementing them. Over 200 FAA personnel under a group contract and several individual students have been or are being evaluated for possible credit for prior experiential learning. Second, the University's Transfer Affairs Office now recognizes increased creditable areas for University College transfers. Third, the College of Education is about to undertake a program in vocational-technical education which was developed in the University College and which encompasses an experiential learning assessment component.

CONCLUSION

As is evident, all of the objectives of the project have been met or are under way. Of course, in a traditional state institution change comes slowly, and there remains much to be accomplished. However, the project has provided University College's prior assessment program with a solid base upon which to build for the future.

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APPENDIX A

BACCALAUREATE CONTRACT

APPENDIX A

BACCALAUREATE CONTRACT

UNIVERSITY COLLEGE
MEMPHIS STATE UNIVERSITY
MEMPHIS, TENNESSEE 38152

This contract is a working agreement between the student and his Contract/Advising Committee for the fulfillment of the requirements for a baccalaureate degree from the University College of Memphis State University. It should be kept a working agreement throughout the student's undergraduate study in the University College by thoughtful and periodic review and revisions by both the student and his Contract/Advising Committee working together. At all times it is to accurately reflect the student's accumulated academic experience and show his future academic plans compatible with his present academic needs, capabilities, and other features that contribute to his total development as an individual. The contract is reviewed by the Dean of University College at the end of the student's first year. Final approval of this contract as fulfilling the requirements for a baccalaureate degree are to be made by the Faculty Council and Dean of the University College one year prior to the student's graduation.

_____ _____
STUDENT'S NAME STUDENT NUMBER

_____ _____
SEMESTER ENTERED UNIV. COLLEGE DEGREE EXPECTED

_____ _____
EXPECTED GRADUATION DATE NAME OF COORDINATED STUDY

MEMBERS OF THE CONTRACT/ADVISING COMMITTEE

CHAIRPERSON: _____ _____
signature date

MEMBERS: STUDENT:

_____ _____ _____
signature date signature

_____ _____ _____
signature date date

ACTIONS OF THE FACULTY COUNCIL AND DEAN

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4. Internships/Apprenticeships
5. Independent Studies
6. Additional Thematic Studies Courses
7. Courses from Other Colleges at Memphis State University

2. SYNTHESIZING PROJECT

3. ELECTIVES TAKEN TO COMPLETE INDIVIDUAL STUDIES PROGRAM

a. Credit by Transfer
b. Credit by Examination
c. Credit for Experiential Learning
d. Internships/Apprenticeships
e. Independent Studies
f. Additional Thematic Studies Courses
g. Courses from Other Colleges at Memphis State University

III. LOG OF CONTRACT - ADVISING SESSIONS

I. ACADEMIC GOAL STATEMENT

Write a statement of about 350 words outlining your academic aims in the University College in relation to your professional goals and life-style. Consider exploration of new areas as well as preparation for a profession.

II. LISTING OF ACADEMIC PLANS AND CREDIT EARNED FOR THE BACCALAUREATE DEGREE

A. LIBERAL STUDIES

		(If applicable) Equivalent Course	Semester Completed	Grade
UNIV 1010 Communication I	(6)			
UNIV 1020 Communication II	(6)			
UNIV 1210 Humanities	(6)			
UNIV 1410 Social Science	(6)			
UNIV 1610 Natural Science	(6)			
UNIV 1810 Leisure and Recreation	(4)			

B. THEMATIC STUDIES

	Title	Semester Hours	Semester Completed	Grade
UNIV 350_				

C. INDIVIDUAL STUDIES

1. COORDINATED STUDY PROGRAM, NAME_____

a. ORGANIZATIONAL STATEMENT FOR COORDINATED STUDY PROGRAM

Write a statement explaining how the academic credit earned in your Coordinated Study Program is to be organized so that it fulfills the aims of your Academic Goal Statement. The program must be coherent, well integrated and show progress toward the objectives discussed in your Academic Goal Statement.

b. LISTING OF COURSES IN THE COORDINATED STUDY PROGRAM

(1) Credit by Transfer

(2) Credit by Examination

(3) Credit for Experiential Learning

(4) Internships/Apprenticeships - Arranged only through Out-of-Class Learning Contract

(5) Independent Studies - Arranged only through Out-of-Class Learning Contract

b. LISTING OF COURSES IN THE COORDINATED STUDY PROGRAM (cont'd)

(6) Additional Thematic Studies

(7) Courses from Other Colleges at Memphis State University

Dept.	No.	Course Title	Semester Completed	Semester Hours Credit earned

2. SYNTHESIZING PROJECT (9 credit hours)

Must be arranged through the Out-of-Class Learning Contract. Chairperson of the Contract/Advising Committee is the major professor for the Synthesizing Project.

3. ELECTIVES TAKEN TO COMPLETE INDIVIDUAL STUDIES PROGRAM

a. Credit by Transfer

b. Credit by Examination

c. Credit for Experiential Learning

d. Internships/Apprenticeships (Out-of-Class Learning Contract)

e. Independent Studies (Out-of-Class Learning Contract)

3. ELECTIVES TAKEN TO COMPLETE INDIVIDUAL STUDIES PROGRAM (cont'd)

f. Additional Thematic Studies Courses

g. Courses from Other Colleges at Memphis State University

Dept.	No.	Course Title	Semester Completed	Semester Hours Credit earned

III. LOG OF CONTRACT/ADVISING SESSIONS

Communications between a student and his Contract/Advising Committee pertaining to the student's baccalaureate contract are important. A record is to be kept of each session, which shows the important decisions made at that session, e.g., new courses to be taken by the student, changes made in the existing contract, new directions to be taken in a synthesizing project, etc. These decisions are to be recorded below and become a part of this contract.

- -

1. Session date:

Signed Chairperson: Student:

- -

2. Session date:

Signed Chairperson: Student:

- -

3. Session date:

Signed Chairperson: Student:

APPENDIX B

OUTLINE OF EXPERIENCES AND INTERESTS

APPENDIX B

OUTLINE OF EXPERIENCES AND INTERESTS

(FROM UNIVERSITY COLLEGE ADMISSION APPLICATION FORM)

(To be completed only by those wishing assessment of experiential learning.)

The purpose of this section is to indicate the range of your interests and experiences. You are not required to document your experiences here. Merely indicate in broad terms what your experiences have been.

1. TYPE OF EXPERIENCE AND INTERESTS (Check as many as apply)

_____ Work Experience

_____ Avocational and Leisure Interests

_____ Extracurricular Activities

_____ Community Activities

_____ Courses Academic and Nonacademic

_____ Other Experiences or Interests_____

_____

2. INDICATE BASIC INFORMATION FOR EACH CATEGORY LISTED ABOVE. (Use additional sheets if necessary.)

APPENDIX C

APPLICATION FOR EXPERIENTIAL LEARNING ASSESSMENT

APPENDIX C

APPLICATION FOR EXPERIENTIAL LEARNING ASSESSMENT*

GENERAL

Please read all instructions carefully, since omission of some material may necessitate your application being returned for additional information. Although organization of material is not a criterion for granting credit, a well-organized presentation of your supporting documentation will eliminate the possibility of the assessment committee overlooking material or being unable to correlate it with the entries on this form. It is recommended that all papers be fastened together in some fashion in order that loose papers are not lost.

Likewise, it is imperative that you document as thoroughly as possible each experience entered on the application, since in most instances the quality of the documentation will determine if, and how much, credit may be granted.

Space is provided in Parts II and III for you to index your documents. If you choose, you may enter references such as "Tab 1," "Part 3," "Section A," etc. in the space entitled "Index." This application is the first section of your portfolio.

Neither this form nor the documentation included with it will be returned to you. One-of-a-kind objects which you have made (drawings, paintings, pottery, etc.) may be submitted and will be returned if requested. Please attach your name to each such item.

---

* Taken from the Application for Development Experiences from Central Michigan University with minimum modifications.

If you are undecided about including one or more experiences, you should follow the rule: "When in doubt, include it." Experience that may not seem important to you may, when combined with other experiences, make the difference in determining the amount of credit awarded or even whether credit is granted at all. However, remember that it is your learning that will be assessed and not the experience itself.

PART I PREVIOUS EDUCATION AND DEGREE SOUGHT

You are required to check the blocks or complete the blanks, indicating both the extent of your previous education and the degree and area of concentration which you are pursuing at MSU in the University College.

PART II WORK EXPERIENCE

You are to use this part of the form to list your various work experiences including: Beginning and ending dates of employment, exact title of the position you hold or have held, the name and address of your employer. You should also state the name, title, and address, if different from your employer, of an individual who could provide information concerning your employment (e.g., supervisor, personnel officer, etc.). If you work for an organization that classifies or assigns rank to its staff, indicate the rating, classification or rank you presently hold or have held.

Documentation: The Assessment Committee is interested in knowing as much about your experiences as is possible; therefore, you should not consider the items of documentation that follow as an all inclusive list, but as a list of typical forms of documentation: job description, awards, letters of commendation or congratulation on high performance, evidence of promotion, samples of work produced, evidence of suggestions adopted, explana-

tion of tasks performed, explanation of ranking, rating or classification system if not federal government or military, etc.

If you believe that your position or profession cannot be adequately described in the above format, describe your position and functions in Part IV. Examples of such positions may be: community organizer, housewife, owner of a private enterprise, member of a research committee, etc.

PART III TRAINING EXPERIENCES

This section is provided for you to list nonacademically accredited and nontrasferrable training experiences which you have completed. Such training experiences may include: courses or programs offered by U.S. or State Civil Service Commissions; private organization (e.g., The American Management Association, or other associations); private companies (e.g., IBM, Control Data, RCA); "In-House" training by organizations, companies, or governmental agencies; apprenticeship training; workshops, seminars, or conferences; etc.

Documentation: Evidence of completion or attendance, copy of license or certification which resulted from training, letters from the organization or school. In addition to the above, include course descriptions, syllabi, or outlines, amount of preparation, assignments, etc.

PART IV OTHER LEARNING EXPERIENCES

This section gives you the opportunity of providing information concerning experiences which do not fit in Parts II and III. Such experiences may include such things as work in volunteer or civic organizations; special abilities which you have developed on your own, such as proficiency in an art form; expertise gained through hobbies or in your spare time;

publications or writings such as books, articles or unpublished writings; work experience which does not fit the format of Part II; travel experiences; etc.

Documentation: Although documentation may include a variety of materials or formats, examples could be some of the following: copies of publications, writings, paintings, pottery or movie films; newspaper articles describing your proficiency; descriptions of your work with volunteer groups; letters of commendation or recognition; descriptions of your vocation, if not entered in Part II, and verification of your functions and performance by others, etc.

PART V APPLICANT'S SIGNATURE BLOCK

You are required to read the cautionary statement in Part IV and sign the form.

When Part V has been completed, forward your application to:

Dean of the University College
Memphis State University
Memphis, Tennessee 38152

APPLICATION FOR THE ASSESSMENT OF EXPERIENTIAL LEARNING

Social Security Number _____

Mr.
Ms. _____
(Last) (First) (Midle) (Maiden, if married)

Home Mailing
Address: _____
(Number and street)

_____
(City) (State) (Zip)

Telephone: (___)_____ Birthdate: _____
(Area code)

Employer: _____
(Company or agency) (Unit)

Business Phone: (___)_____
(Area code)

Business Address: _____

_____

Part I - Previous Education and Degree Program Sought

Previous Education: Highest Level of Formal Education achieved _____

Area of Concentration or Major _____

Degree Program Sought:

____ Bachelor of Liberal Studies ____ Bachelor of Professional Studies

Area of Individualized Studies: _____

PART II - WORK EXPERIENCES

1	Dates of employment (month, year) TO: FROM:	Exact title of position	Rank or Classification	Index
Name and title of immediate supervisor		Name of employer (firm, organization, etc.) and address (include ZIP, if known)		
Address of Supervisor				
2	Dates of employment (month, year) TO: FROM:	Exact title of position	Rank or Classification	Index
Name and title of immediate supervisor		Name of employer (firm, organization, etc.) and address (include ZIP, if known)		
Address of Supervisor				
3	Dates of employment (month, year) TO: FROM:	Exact title of position	Rank or Classification	Index
Name and title of immediate supervisor		Name of employer (firm, organization, etc.) and address (include ZIP, if known)		
Address of Supervisor				
4	Dates of employment (month, year) TO: FROM:	Exact title of position	Rank or Classification	Index
Name and title of immediate supervisor		Name of employer (firm, organization, etc.) and address (include ZIP, if known)		
Address of Supervisor				
5	Dates of employment (month, year) TO: FROM:	Exact title of position	Rank or Classification	Index
Name and title of immediate supervisor		Name of employer (firm, organization, etc.) and address (include ZIP, if known)		
Address of Supervisor				

6	Dates of employment (month, year) TO: FROM:	Exact title of position	Rank or Classification	Index
Name and title of immediate supervisor		Name of employer (firm, organization, etc.) and address (include ZIP, if known)		
Address of Supervisor				
7	Dates of employment (month, year) TO: FROM:	Exact title of position	Rank or Classification	Index
Name and title of immediate supervisor		Name of employer (firm, organization, etc.) and address (include ZIP, if known)		
Address of Supervisor				

PART III - TRANING EXPERIENCES

1	Title	Sponsor	Dates From: To: / / - / /	Clock Hours	Index
2	Title	Sponsor	Dates From: To: / / - / /	Clock Hours	Index
3	Title	Sponsor	Dates From: To: / / - / /	Clock Hours	Index
4	Title	Sponsor	Dates From: To: / / - / /	Clock Hours	Index
5	Title	Sponsor	Dates From: To: / / - / /	Clock Hours	Index
6	Title	Sponsor	Dates From: To: / / - / /	Clock Hours	Index
7	Title	Sponsor	Dates From: To: / / - / /	Clock Hours	Index
8	Title	Sponsor	Dates From: To: / / - / /	Clock Hours	Index
9	Title	Sponsor	Dates From: To: / / - / /	Clock Hours	Index

PART IV - OTHER LEARNING EXPERIENCES

Part IV may be completed by an applicant desiring to provide a more complete picture of his life experiences. If so, a paper of 200-1000 words in length should be attached which supplies information in such areas as civic activities, special abilities, hobbies, avocations, licenses, and work in neighbor and community associations. In addition, if you feel your job cannot adequately be described using the format in Part II, you may describe it under Part IV. Please refer to the instructions for directions on how to document experience entered under Part IV.

PART V - APPLICANT SIGNATURE BLOCK

I hereby acknowledge that the information submitted herewith is true and correct. Willful failure to give accurate information is considered adequate grounds for dismissal from Memphis State University.

_____ _____

Signature Date

APPENDIX D

GENERAL PROCEDURES FOR DECIDING TO RECOMMEND ASSESSMENT OF EXPERIENTIAL LEARNING

APPENDIX D

General Procedures for Deciding to Recommend Assessment of Experiential Learning

1. The chairperson of the student's Contract/Advising Committee checks to see which of the student's formal courses (if any) have been assessed previously by a recognized agency, such as the Commission on Accreditation of Service Experience, or by a MSU agency, such as Transfer Affairs. If a course has been assessed previously, the assessment of the course for credit in University College normally will be based on the prior assessment of the course.
2. The chairperson decides in which department(s) those competencies which the student presents are taught, or could be taught.
3. Copies of the student's portfolio and appropriate prior assessments of formal courses are sent to the Dean of University College. The Dean contacts a possible assessor in the recommended area or department. The assessor answers the questions and follows the procedures given on the Preliminary Assessment Form (see Appendix F).
4. When the Preliminary Assessment Form is returned, the Dean either asks the assessor to do an assessment or informs the Contract/Advising Committee that credit may be obtained in another manner.

APPENDIX E

SAMPLE RATING GRID FOR USE IN ASSESSING COMPETENCY IN HOME MANAGEMENT

APPENDIX E

Sample Rating Grid for Use in Assessing
Competency in Home Management[1]

Student _____ Competency Area _____

Assessor _____ Date _____

Instructions:

1. Place in each cell the number representing the student's ability with reference to each behavior pattern correlated to each content component.

2. The following rating symbols should be used in regard to each component:

   3 - Comprehensive knowledge and/or skill
   2 - Knowledge and/or skill significantly above that needed for basic functions
   1 - Knowledge and/or skill adequate to maintain basic functions
   0 - Insufficient demonstrated knowledge and/or skill

	Basic Skills	Theory & Concepts	Methods of Inquiry	Application	History	Overview of field
Nutrition						
Finances						
Management						
Housekeeping						

Total Score: _____

Hours devoted to learning or to practice of the learning assessed: _____

Recommended credit awarded: _____

Level of credit awarded: _____

[1] Adapted from The Use of Expert Judgment in the Assessment of Experiential Learning, CAEL Working Paper No. 10, p. 55.

APPENDIX F

PRELIMINARY ASSESSMENT FORM

APPENDIX F

Preliminary Assessment Form

Department Name_____Assessor's Name_____

1. Does your department have any course(s) which teach(es) all or any part of the competencies documented here? Yes_____ No_____

   a. If yes, please state in which course(s) and give the information requested for each course listed in question 2.

   b. If no, please answer question 3.

2. (Repeated as necessary)

   Course Number_____ Number of Credits_____

   Title of Course_____

   a. Which competency (competencies) is (are) taught in this course?

   _____

   _____

   _____

   b. Which part (percentage) of this course is included in this competency statement? _____

   c. Do you wish to test for Credit-by-Examination the person whose competency is being considered here? Yes_____ No_____

3. Could this competency (these competencies) be taught or credited in your department? Yes_____ No_____

   If yes, continue with procedures outlined in 4.

   If no, stop your consideration of this competency here.

4. A "yes" answer to any one of the following questions results in no credit hours being awarded. (If multiple competencies are being considered, please clearly indicate to which competency you are responding.)

a. Can the competencies under consideration be learned readily in courses offered by high schools, vocational schools or other institutions that do not purport to be college level institutions?

b. Are the competencies under consideration simple enough that they can be learned without formal schooling or systematic study in a relatively short period of time, such as one year?

c. Are the competencies under consideration readily learned without formal schooling or systematic study by the apprenticeship procedure?

d. Are the intellectual demands of acquiring the competencies less than those required in most college courses?

e. Are there factors other than those suggested above which would cause the competencies not to be of college level? If so, please state these factors.

5. How many hours of instruction and study would it take to achieve the competencies if they could be learned in college courses?

a. Classroom Instruction

(1) How many classroom contact hours would be necessary?_____

(2) How many hours outside preparation would be necessary?_____

b. Laboratory/Shop Instruction - How many hours of laboratory/shop work would be necessary?_____

CAEL Institutional Report
Union College

CENTRALIZATION OF EXPERIENTIAL EDUCATION IN A LIBERAL ARTS INSTITUTION

Dale K. Myers
Joe G. Thomas

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PREFACE

Union College is located in Barbourville, Kentucky. It is a senior coeducational liberal arts institution affiliated with The United Methodist Church. Founded in 1879, the college has a tradition of high-quality education and Christian ideals. Undergraduate and graduate programs are offered leading to the Bachelor of Arts, Bachelor of Science, Bachelor of Music, Associate of Arts, Associate of Science, Associate of Applied Science, and Master of Arts in Education degrees. The student body of nearly 1,100 is drawn from many states and several foreign countries, but the majority of students come from the Appalachian region. With its location in the Cumberland Mountains of Appalachian Kentucky, Union College has recognized that its primary mission is to help improve the quality of life in Appalachia through service to the people.

In directing its energies and resources toward fulfillment of its mission, Union College intends to pursue various educational strategies. To implement one of these strategies, the Office of Experiential Education was established in June, 1974 and charged with direct responsibility for facilitating the development and delivery of educational alternatives to those students whose needs call for programs other than the traditional four-year classroom education. Sponsored learning was chosen as the first activity to be developed.

The initial section of this report presents a program rationale offered in response to concerns frequently expressed about experiential education on a traditional liberal arts campus. A model for centralization of experiential education on the campus is introduced next, followed by a discussion on the use of contracts for the assessment of learning that occurs during a field experience. Finally, a handbook (Appendix A) is included to provide examples of the procedures, guidelines, and forms now in use.

The college believes there are definite advantages to centralization. The time spent by faculty in establishing placements is minimized, and the agency or business deals with a single representative of the institution instead of several. Monitoring activities are centralized as are faculty and student training programs dealing with assessment. The award of credit, however, remains the responsibility of the faculty and helps to ensure academic integrity and, consequently, acceptance of the program. Procedures are clearly defined so that all concerned recognize what must be done to establish a field placement for credit.

The authors express their appreciation to the Union College students and faculty who contributed their time and expertise throughout the project. They would like to give additional acknowledgement to Kevin McCullen whose careful review and critique contributed significantly to the report.

I. PROGRAM RATIONALE—EXPERIENTIAL EDUCATION IN THE LIBERAL ARTS INSTITUTION

Experiential education is not a new phenomenon and now occurs in a variety of separate programs on many campuses, but the introduction of a centralized experiential education program to aid in the integration of "sponsored learning" into the traditional academic framework, particularly in the liberal arts college, has not occurred to any great extent. One reason may be that experiential education, like other nontraditional approaches to higher education, is usually not greeted with great initial enthusiasm by most faculty trained in more traditional methods. Wilson has indicated that many faculty feel

> There is something illegitimate or more precisely nonacademic in awarding degree credit for off-campus work and that the point of opposition is that the institution is being asked to award credit for student work experiences over which it has virtually no control as to content, quality, or even in times of economic recession, existence.[1]

Others would argue that experiential education represents a further drift of higher education toward vocationalism and, therefore, has no place in the liberal arts curriculum.

Although the objection to awarding credit for work per se is valid, this objection is removed if one awards credit not for the work but for the demonstration of learning that has occurred during the work experience and if one provides a mechanism, usually the learning contract, by which academic achievement may be monitored by a faculty member. Wilson states:

> It makes educational sense to have students engage in off-campus work only if that work is seen as a means to achieving educational goals. If, in fact, it is demonstrated that the work experience has led to the achievement of those goals then the specific character of the experience is relatively unimportant, except to conclude that for a given student it was educationally valuable. If, also, it is demonstrated that specific and hoped-for educational objectives have been achieved, it seems entirely appropriate that the learning that has taken place should constitute a partial fulfillment of the requirements for graduation. In most institutions the unit of fulfillment is the credit hour.[2]

As for the objection that experiential education is vocationally centered, it is true that many liberal arts students do pursue specific career exploration or career training in field experiences, but there are also implications beyond vocational training for all students. According to Dunphy, a career today

> is a less easily isolated concept than it was in the past. The person now preparing for a career must have increasing definition of goals, tentativeness of commitment, and the ability to relate to a multidisciplinary structure.[3]

---

[1] Wilson, J. *Cooperative education and degree credit.* Boston, Mass.: Cooperative Education Research Center, p. 9.

[2] Ibid.

[3] Dunphy, P. The changing world of work, in *Career development for the college student.* Cranston, R.I.: Carroll Press, 1973, p. 17.

There are a variety of definitions for what constitutes the liberal arts and for what purpose one studies the liberal arts. However, when the student considers questions of goals, commitments, and values in relation to a career, then there is certainly a need for input from subject matter related to the liberal arts to assist the student in making decisions. Asking the student to reflect on how the particular job he or she is doing relates to one's value system, life goals, feelings, attitudes, and experiences can turn a job into a much broader learning opportunity.

Connected with the opportunity to clarify one's goals is the chance to develop interpersonal skills or knowing "when and how to communicate what to whom in order to achieve specific goals."[4] For many students, interpersonal skill development is one of the most important aspects of a field experience. Along with skill development, there usually occurs an increase in the confidence of the student toward his abilities in the world of work. Questions may be raised as to the legitimacy of giving credit for this aspect alone, but when it is considered in conjunction with other educational objectives, this question is removed.

An additional benefit for the student is the opportunity to blend classroom theory with practical experiences and to use classroom knowledge in problem solving. To be able to analyze a problem, collect sufficient data, suggest alternative resolutions, predict the probable outcome and effect of a particular decision, and then implement a course of action are skills that need to be developed. Here, as in other aspects of the learning experience, the student may benefit from the knowledge and guidance of a more experienced individual. Problem-solving skills apply to all areas of study and once learned can be used in whatever new situation the individual faces. Often the initial subject matter in which an individual is trained is left behind as new choices are made throughout life, but the skills learned remain for use. Perhaps one of the strongest reasons for the existence of the liberal arts is that the knowledge gained and the skills acquired are ones which can give maximum career flexibility to the individual instead of the narrow training that occurs in more vocationally oriented programs.

For many students, the opportunity to work for a period of time and still earn credit is much preferred to either "dropping out" or "stopping out." In the latter cases, contact with the academic atmosphere is usually lost, and although experience is gained, little progress is made toward the attainment of a degree. For some, learning occurs with greater ease in nontraditional circumstances. Often the "real-world experience" gives added impetus to the interest for further education

Given the potential advantages to incorporation of field experience into the liberal arts, the question does not seem to be whether it can be done or not, but why it has been delayed for so long. Indeed, it seems an opportunity for revitalization of the liberal arts at a time when the future existence of the liberal arts seems threatened.

---

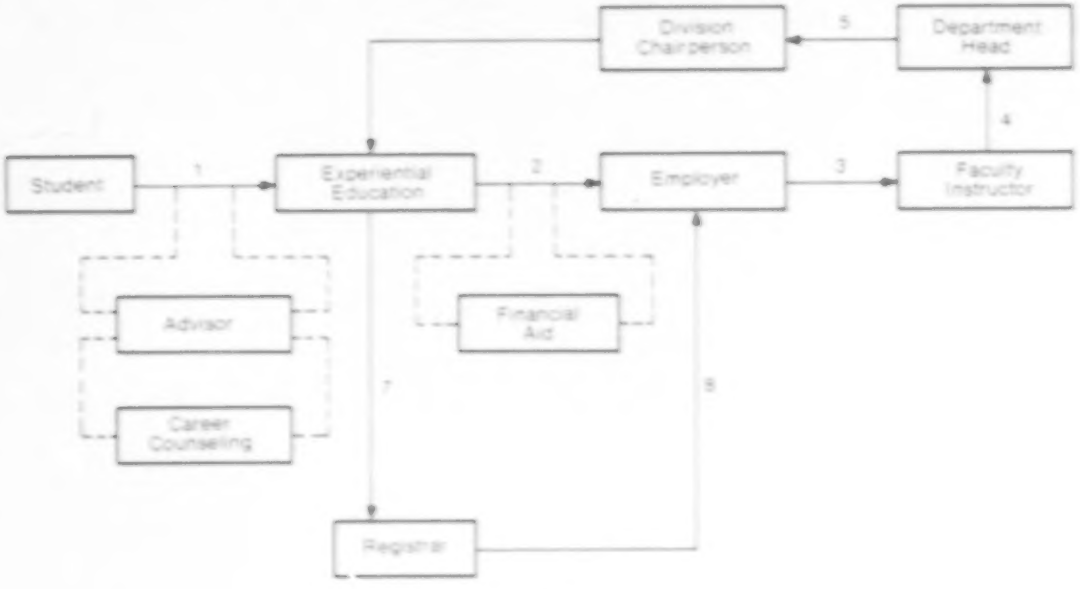
[4]Green, Paul; Donlon, Thomas; and Whitaker, Urban. *Teaching and assessing experiential competence--A CAEL Handbook*. Princeton, N.J.: CAEL, Educational Testing Service, 1976.

II. PROCEDURE FOR FIELD PLACEMENT

Although experiential education at Union College is being introduced into a traditional college structure, it is important to recognize that the institutional mission statement and the central administration of the college provided a favorable climate for its introduction as did the parallel development of other programs. This did not, however, detract from the need to build from the start a program that would be accepted as academically sound by the students and faculty of the college. Since experiential education was to be available for all students from a variety of disciplines, no one assessment procedure could be utilized. Rather, guidelines for a general procedure that individual faculty and students could adapt to their own situation needed to be developed. As others have done, the learning contract was chosen as the basic assessment procedure for all field experiences.

After a procedure for the evaluation of field experiences has been established, a method for its introduction into the existing framework of the campus must be developed. Difficulties may frequently occur in this step, for one is faced with the introduction of an individualized student-oriented program into a system established to handle groups of students only at particular times (registration, for example). Also, there is the problem of real or imagined infringement of new procedures on established territories. Many problems can be overcome by developing a clear procedure to be followed by the student who wishes to receive credit for a field experience. After establishing the procedure, the points must be determined at which decisions will be made that will effect the progress of the student toward receiving credit. Guidelines, therefore, should be drawn up that will help the individuals responsible for decisions to render the particular decision. Obviously, these guidelines must be available for all those involved.

The following diagram indicates the process for the Union College student.



The solid lines indicate steps that the student must follow in obtaining a placement for a field experience and in preparing a learning contract that can be used for assessment. Dotted lines indicate other interactions that may also occur.

Initial contact (step 1) with the Office of Experiential Education (OEE) may be initiated by the student, or the student may be referred to OEE by an advisor, a faculty member, or one of the career counselors. After the initial contact with OEE, the student may be advised to talk with his/her advisor or with a career counselor. Once the student's interests are determined (see Appendix A--Handbook, p. 15), she/he is referred to a potential business or agency for an interview (step 2). Depending on the particular student and placement, the financial aid officer may be involved at this point to help work on matters related to work-study or workship.

After completion of the interview, if the student and employer are in agreement concerning the placement, a contract of agreement, which is not legally binding but does show intent, is signed by the employer, student, and OEE (see Appendix A--Handbook, pp. 13 and 14). The purpose of the contract is to spell out expected obligations for each party.

Step 3 involves negotiation between the student and faculty member in order to prepare the learning contract (see Appendix A--Handbook, p. 6). It is also advisable for the student's supervisor to be involved in the negotiation process with the student and faculty member. If this occurs, all parties are aware of the expected outcomes of the field experience.

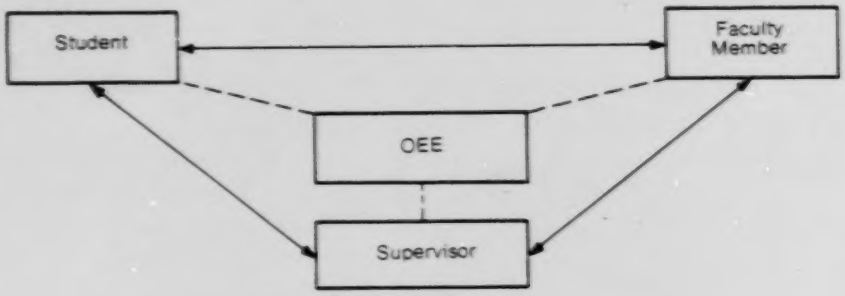
Once the contract negotiation is complete, the contract signed by the student and instructor is taken by the student to the department head and division chairperson in that particular discipline for their approval (steps 4 and 5). This insures that the contract will meet the academic standards required by the department and division. The contract now is returned to OEE for a final check (step 6) to make sure that all procedures have been followed.

The student then goes through registration (step 7). The registration process includes notification of the student's advisor on courses selected, information collected for data processing, and payment of fees. The student is now ready to begin the field experience. In some cases, the contract will be completed and the student will start before the formal registration period.

Copies of the learning contract are sent by OEE to all parties involved.

III. EVALUATION PROCEDURE

The following diagram represents the interaction of individuals that should occur after the student has begun work.



The student is responsible to the supervisor for completion of a work assignment and to the faculty member for completion of objectives specified in a learning contract. At the same time, interaction occurs between the faculty member and supervisor so that each may aid the student in completion of his/her various assignments.

The relationship between student, faculty member, and supervisor requires good communication for each may see the experience as meeting a different need. The supervisor is primarily responsible for the student's production of actual work although the role of teacher must also be assumed by the supervisor to a degree. The faculty member is primarily responsible for maintaining the quality of the academic credit. This is an active role that continues through the work experience and must not be only a judgmental role at the end. Ideally, both the supervisor and faculty member work together as a team to enhance the learning experience.

The Office of Experiential Education assumes a secondary role during this period, entering in only to help insure that each participant is satisfied with the progress of the field experience and to help resolve any disagreements that may arise.

At the completion of the field experience, evaluation takes place by procedures specified in the learning contract, and credit earned is recorded by the registrar. An evaluation of the success of the particular placement is then completed by the student, faculty member, and supervisor for use by the Office of Experiential Education in considering future placements (see Appendix A--Handbook, pp. 15, 16, and 17).

IV. ASSESSMENT PROCEDURE—LEARNING CONTRACT

Most field experiences will not be the same for any two students; thus, it is necessary to prepare individualized learning contracts and individualized assessment procedures. Each contract asks the student to respond to four items. These are:

The relationship of the activity to the student's academic and career goals.

The educational objectives for the experience.

The program of activities and experiences designed to meet the objectives

The criteria and procedures for evaluation.

It is expected that a response to these items will occur after negotiation between the student, faculty member, and, whenever possible, the field supervisor. Involvement of the latter party is important in order to ensure that the student will be exposed to the opportunities necessary to meet the stated educational objectives. After negotiation, the final contract, usually prepared by the student, is submitted to the contract parties for approval. Progress in completion of objectives should be checked regularly during the field experience by the faculty member, field supervisor, and student. If alterations in the contract are needed because of unexpected events, the changes should be made after further negotiation between the parties involved. Changes should be submitted to the contract parties in writing for approval at the time the changes occur and then should be attached to the original contract. The necessity for change should not be viewed with alarm, but rather as evidence that the evaluation is functioning in a homeostatic manner.

Because the learning contract asks for educational objectives and for evaluation related to the stated objectives, the contract parties are faced with selecting criteria, standards, and techniques for the evaluation procedure that will help determine if the objectives have been met. Unfortunately, many times the evaluation part of the contract is stated in such vague terms that no one has a clear understanding as to what the actual procedure will be. What is the student really supposed to learn? How will what is learned be demonstrated? What criteria should be selected to give an idication of what has been learned? How well should the student perform on the criteria chosen? Must the student be able to accomplish all of them? If so, at what level of ability?

The Criteria-Standards-Technique Model described by Hodgkinson, Hurst and Levine addresses these questions. The authors point out the importance first of deciding the criteria necessary to answer the question of whether a particular objective has been reached or not and then of deciding what standards are to be used to measure the level of attainment. Once these two items have been selected, techniques used to collect the information can be chosen. The authors state:

> Unfortunately, too many people tackle this question first and either collect too much data or data of the wrong type. It then becomes impossible to

answer the questions which need answering and the evaluation loses validity, credibility, and utility.[5]

If one follows the procedure suggested, it should be possible to write specific evaluation methods that may be used for both formative and summative evaluation. It is also likely that, in contrast to traditional classes, more of the faculty member's time will be spent at the beginning of the experience in negotiating a contract and that less time will be required for actual evaluation as the experience continues.

Appendix B contains three contracts for field experiences. The first of these (Appendix B, p. 159) is an example of the Criteria-Standards-Technique method utilizing a checklist. The student is a sophomore interested in environmental studies. The placement is a full-time position for one semester with a small petroleum company. Responsibilities include routine analysis of water quality for environmental reports and quality control analysis of plant products. Only one segment of the learning contract is included for illustration.

Criteria that could be selected to demonstrate knowledge in Quantitative Analysis include:

1. Ability to solve analytical problems;
2. Knowledge of proper laboratory techniques;
3. Knowledge and application of theory related to quantitative analysis;
4. Ability to design and apply analytical procedures.

Questions that need to be answered in relation to standards include: Should the student be compared with students that take the traditional classroom Quantitative Analysis course? Should a standardized examination be administered as part of the evaluation procedure? If yes, what level of performance is to be expected? Is the competency to be achieved one that will allow for performance on a job involving analytical skills, or is the preparation to serve as a foundation for further professional training?

In this particular case, the student planned for graduate study in the environmental field and, thus, needed exposure that would give a strong basic preparation. Consequently, the program of activities needed to contain additional reading and problem-solving material to ensure the desired exposure.

Although only one example is listed, similar standards can be developed for the other criteria. Also, if a grade is to be assigned, the student and faculty member should establish written guidelines. For example, for a grade of A, a rating of 1 on a certain number of standards, of 2 on no more than a specific number of standards, and no ratings of 3. Evaluation may occur on the job by the faculty member or supervisor or in a simulated situation. Assessment of laboratory notebooks, laboratory reports, interviews, essay tests, and objective tests may also be utillized. Again, the procedures to be used for evaluation should be described and agreed to in the learning contract.

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[5]Hodgkinson, H., Hurst, J., and Levine, H. *Improving and assessing performance: Evaluation in higher education.* Berkeley, Calif.: Center for Research and Development in Higher Education, 1975.

An important value of the checklist is that it gives the student an indication of the level of performance expected. This is very helpful in formative evaluation. If utilized correctly, there should be no suprises for either student or faculty member when the final evaluation is completed.

Although this technique for assessment is a useful one, not all contracts lend themselves to this format. A second example (see Appendix B, p. 161) depends on the development of a usable product. The student was a senior with majors in mathematics and business. The placement was in the campus computer center. Evaluation is based on the completion of specific reports which may be utilized by others. Completion of the first set of reports involves data collection and interpretation of data. Completion of the final report involves planning for the future. Each involves a higher level of accomplishment which may be reached by the student during the project.

The third example (see Appendix B, p. 162) was negotiated by a history major with an interest in attending law school, establishing a legal practice, and becoming politically active. The contract is a good example of the degree of specificity that can be developed so that all parties know what is expected. If difficulty in meeting the conditions specified begins to occur, the monitoring procedure is such that appropriate actions can be taken in time. For contracts that cover a longer period of time, initial details on meetings could be developed for the first month with future meetings set up on the basis of what occurs. The details on evaluation, due dates for reports, and objectives are an important part of any contract.

Each of the sample contracts in Appendix B approaches the question of evaluation from a different perspective, but it is important to recognize that specificity has been attempted regarding what is to be accomplished and how accomplishments are to be evaluated. Criteria and performance standards have been sought. When specificity has been achieved, misunderstandings are less likely to occur, and projects are more likely to develop satisfactorily.

V. PROJECT OUTCOMES

Since June, 1976, 55 Union College students have been placed in 59 field experiences. (Four of the students had two different placements.) Seventy-five learning contracts have been written with 29 different faculty members. During this period, the Office of Experiential Education has been in the position of both developing and delivering an educational product. Consequently, not all individuals were exposed to the same set of circumstances. In particular, this has been true for the development of the learning contract. Few contracts to date have achieved the specificity desired. One significant outcome has been, however, that the process for awarding credit has been institutionalized to the point of being an accepted procedure. Related to this has been the development of a revised faculty-student handbook for experiential education and supporting documents necessary for making decisions related to the award of credit.

A second outcome is that the Office of Experiential Education now has responsibility for coordinating independent study projects that do not usually involve sponsored field experience. These had formerly been handled through the Academic Vice President's Office. The same learning contract form and basic procedures for sponsored field experiences are used for independent studies. Third, the way is now clear to establish mechanisms for the award of credit for prior experience. Finally, experience in the training of faculty and students in contract writing and evaluation procedures has occurred during the developmental stage, giving a knowledge base for additional training now that more time is available.

The Union College model is useful for introduction of a centralized experiential education program into the liberal arts institution. Placement of students by a central office reduces the time that needs to be spent by individual faculty members to place students and prevents the agency or business from being visited by several representatives of the same institution. Monitoring and training responsibilities are also centralized. Awarding of credit remains the responsibility of the faculty and helps to insure acceptance of the program. Procedures are clearly defined so that individuals know what must be done to establish a field placement for credit.

VI. PROCEDURE FOR INTRODUCTION OF THE MODEL

Upon receipt of the CAEL grant, representatives from the administration, faculty, and students were chosen to review all materials produced by the Office of Experiential Education. This group met periodically not only to review materials but also to aid in development of new materials. Because studies were often utilized to illustrate questions of evaluation, the meetings also functioned as training sessions. Materials developed were incorporated into the existing program. Those procedures which required formal action were submitted to the Academic Policy Committee and then to the full faculty for approval. The model is now in full operation at Union.

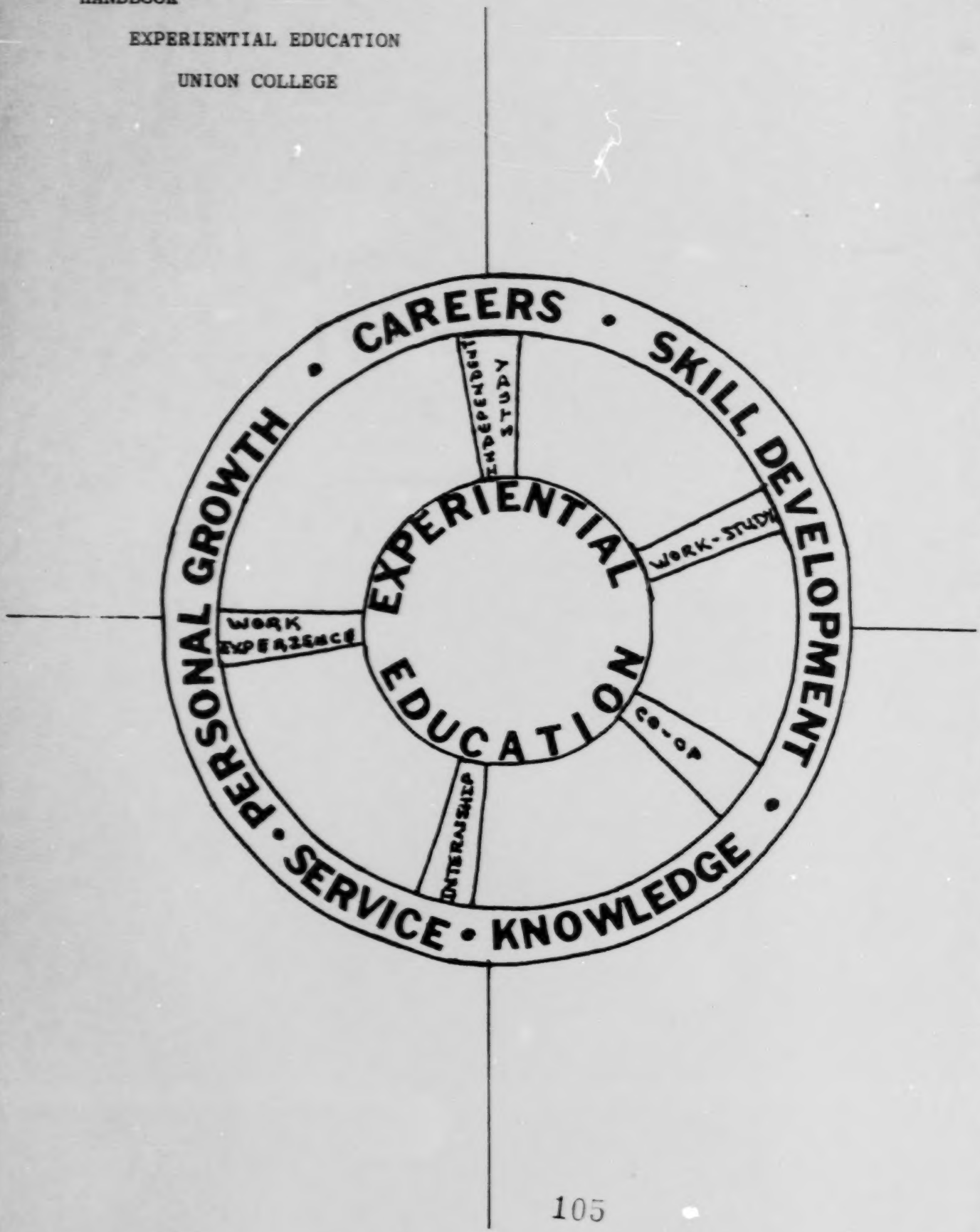
APPENDIX A

HANDBOOK
EXPERIENTIAL EDUCATION
UNION COLLEGE

HANDBOOK

EXPERIENTIAL EDUCATION

UNION COLLEGE



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IS EXPERIENTIAL EDUCATION FOR YOU?

It is possible to receive academic credit for learning experiences that do not occur in the classroom. The Office of Experiential Education was established to help students locate field placements where learning can occur and to help students and faculty members arrange credit for the learning experiences.

You might want to consider experiential education if:

-- You are about to graduate and wonder if you've learned what you need to know in your field.

-- You are about to select a career but are not sure what people in that profession do.

-- You would like an opportunity to see if the theory you are learning is really used in the field.

-- You would just like to get away from school for a while and work but could also use some college credit.

-- You have a job that provides learning opportunities and you would like to receive credit for this learning and continue to earn while receiving academic credit.

-- You would like to apply for a semester's study in Washington or Frankfort in one of the internship programs coordinated by our office.

-- You would like to develop additional skills to help you communicate with others.

Any student classified as a sophomore, junior, or senior and in good academic standing is eligible to receive credit through field placements.

Students are encouraged to locate their own jobs. (Locating a placement can provide you with valuable knowledge.) O.E.E. has also developed positions in many fields for students. Others can be developed for interested students. Stop by O.E.E. offices in Stevenson Hall and find out what is available or tell us what you are interested in doing.

FIELD EXPERIENCE

Cooperative Education
Work Experience
Internship

In order to create a successful field experience there are three parties that must be involved: The Office of Experiential Education, the faculty advisor, and the business or agency. It is necessary to plan well in advance of the time when you expect to do the field experience. In most cases this means all details must be completed during the semester preceding the field experience. The following procedure is recommended in establishing a field placement.

Office of Experiential Education (OEE) | Faculty | Business or Agency

I

Begin at OEE where a staff member will assist you in suggesting a potential field experience related to your interests. You may also browse through a variety of resources listing opportunities. You will be asked to complete a data sheet. After you select the placement that interests you

II

consult a member of the OEE staff. You may be directed to prepare a letter of inquiry & a resume. If nearby, you may arrange for an interview. In some cases the OEE may need to make the necessary arrangements. When a placement has been secured

III

return to the OEE to discuss academic credit arrangements. The OEE will provide learning contracts and referral to

IV

a faculty advisor who will negotiate a learning contract with you. The OEE is available to assist both you and the faculty member in writing the contract. The head of the department in which you want to receive credit and the division chairman must also approve the contract. A copy of the contract is taken to the

V

OEE which will maintain the necessary records. Following registration you report to

VI

the selected business or agency. During the placement period, contact the OEE if problems arise and

VII

continue to work with a faculty advisor as was arranged in the contract. When placement and contract agreements are completed

VIII

return student evaluation form to OEE. This form will be mailed to you near the end of your field placement.

CHECKLIST FOR FIELD EXPERIENCE

I.

1. Contact OEE to select potential placement ( )
2. Complete a data sheet ( )

II.

1. Contact OEE for assistance in securing placement ( )
2. Secure placement ( )

III.

1. Obtain learning contract forms from OEE ( )
2. Identify a faculty advisor ( )

IV.

1. Negotiate learning contract with faculty advisor ( )
2. Get approval of learning contract with signatures from:
   a. Faculty advisor ( )
   b. Department head ( )
   c. Division chairman ( )
   d. OEE ( )
3. Return signed contract to OEE ( )

V.

Register ( )

VI.

Report to placement ( )

VII.

Work with faculty advisor as prearranged ( )

VIII.

Complete evaluation form ( )

QUESTIONS ABOUT EXPERIENTIAL EDUCATION

1. How can Experiential Education benefit me?

Experiential Education can give you the opportunity to combine classroom theory with practical work experience. The combination of the two can help you choose your course of study wisely and help provide the necessary experience that employers frequently expect. In addition, a carefully chosen work experience can provide information to help determine a career choice.

2. Is credit given for the work experience?

Credit is not given for the work experience alone but for the demonstration of knowledge acquired during the work experience.

3. How do I get credit for a field experience?

Credit is arranged through a learning contract that states objectives, how the objectives will be achieved, and how the experience will be evaluated. The learning contract must be completed prior to the work experience. The steps to be followed in setting up a field experience for credit are given above. Successful completion of the learning contract will result in credit being given.

4. In what areas may credit earned under Experiential Education be applied?

Credit may be earned as field experience and applied toward electives. It may also be used to meet specific field experience requirements for a program of study. Finally it may be used to meet requirements of a specific course.

5. Can I meet the requirements of a specific course by the work experience?

It is not likely that credit for a specific course can be earned without additional reading, problem solving, writing and possibly attendance at some lectures. These requirements must be listed in the learning contract. At the end of the field experience you should have been exposed to the same types of material as the student in the traditional lecture course.

6. How much credit can I earn?

The amount of credit to be earned is negotiated during preparation of the learning contract. Three to nine hours of credit per semester may usually be obtained. While the amount of credit possible will depend on the contract written, a minimum clock hour to semester hour ratio of forty to one is suggested.

Credit for independent study also varies and is determined by negotiation with the faculty member during preparation of the learning contract.

7. Suppose I locate summer or part-time employment or other field placement myself. Can I get credit for this and, if so, how?

If you locate employment or other field placements and feel that it is possible to earn credit for learning which will occur, contact the Office of Experiential Education. If credit seems possible then the usual procedure of working with a faculty member and writing a learning contract will be followed.

8. How is Experiential Education credit recorded?

The course number and title, credit hours, and grade are recorded on the transcript. A copy of the learning contract is kept with the permanent transcript.

9. Who is eligible for experiential education credit?

Any interested student in good academic standing and in at least the sophomore year may receive experiential education credit. These qualifications may be waived for students that show

exceptional needs or abilities that qualify them for the proposed work experience.

10. Where can I get more information?

Potential positions will be posted outside the OEE on the first floor in "A" Wing of Stevenson Hall. Interested students are encouraged to contact members of the OEE staff in Rooms 108, 109, and 111 of Stevenson Hall.

11. What happens if I find the experiences I am meeting in the field placement are different from those expected when the contract was first written so that I am having difficulty meeting my objectives?

Any contract may be renegotiated with your faculty advisor. Changes that are made should be attached to the original contract and copies sent to the Department Head, Division Chairman, and Office of Experiential Education.

LEARNING CONTRACT

Instructions: Type or print neatly. Copies of this agreement may be seen by prospective employers.

Name_____ Major_____ Class_____

Semester_____ Year_____

Campus Address_____ Telephone_____

Work Address_____ Telephone_____

Course No. & Title_____

Instructor_____ Credit Hours_____

How many of these hours count toward major requirements?_____ Electives?_____

Taken for: grade_____ credit/non-credit_____

Employer_____

Supervisor_____

Beginning date_____ Completion Date_____

_____

Please attach additional sheets to discuss:

1) Student's career and academic goals and relationship of the activity to these goals;
2) Learning objectives for this experience;
3) Program of activities and experiences planned to meet objectives; and
4) Criteria and procedures for evaluation and grading.

Be as specific as possible.

I feel that the attached sheets represent a reasonable program of study for the credit to be given. I will notify the Office of Experiential Education of any changes made in this contract.

_____	_____	_____
Student	Instructor	Experiential Education Officer

_____	_____
Department Head	Division Chairman

CONTRACT GUIDELINES

The following pages give the instructor and student basic guidelines on completing a learning contract. Neatness is urged because copies of the contract are made and sent to the Registrar and the employer.

The Office of Experiential Education is willing to work with any student and/or instructor in completing their learning contract.

General Information

The initial information is necessary to identify the student and to get in touch with him or her in case some problem should arise. Please fill it out.

The course number and title of existing courses may be used if the field experiences give the student knowledge equivalent to what would be obtained in the classroom. Course numbers 285 and 485 are used for work experiences that do not fulfill any regular course, but that do provide worthwhile learning opportunities. A more sophisticated set of objectives and activities should be required from a student receiving 485 credit since it represents an upper level course. Course number 495 is used for independent studies. The department that is granting the credit should be used to identify the course *not* the student's major department.

The number of hours of credit given for a work experience should be decided between the instructor, student, department head, and division chairman with assistance from the Office of Experiential Education. The number of hours worked, amount of responsibility, auxiliary assignments, and the potential for learning offered by the job should be taken into account when assigning credit. The agreement should state whether any, some, or all of the credits meet requirements for graduation as credits in the major field or general electives.

The employer's and supervisor's names *must be available* so that they can be contacted in case of problems. Copies of learning contracts and evaluation forms are also sent to supervisors. Supervisors may need to be contacted to assist in writing the learning contract.

Career Goals

Career goals should state what the student's future plans are and how the experience relates to them. It might be helpful to think of goals as being long-, medium-, and short-term. Long-term goals are those goals which students aspire to achieve in several years. Long-term goals are usually unattainable with current skills and knowledge. Medium-term goals should center around developing the needed skills. It may be helpful to attain knowledge and skills to accomplish the medium-term goals. Development of the knowledge and skills would be short-term goals. The work experience should help the student to achieve one or more of these goals.

Take the college business student that aspires to be company president as an example. Few people, however, are going to be hired as company presidents upon graduation from college. Being company president is a worthwhile goal, but it will take time and planning to attain. Even for the more ambitious student, the presidency is probably several years into the future and would be classified as a long-term goal.

Consideration should be given to special skills or interests and training that will be needed to become a top executive. These medium-term goals could center around plans after graduation which would lead to the long-term goals. Such plans could be graduate school or the first job.

These goals should be realistic in the light of the student's background and interests. The work experience could help meet these goals by providing experience to help get the first job or to give the student a better background to enter graduate school. Other benefits might include problem-solving skills, interpersonal skill development, and value clarification.

The short-term goals could center around the immediate financial assistance. In addition to the pay received now, the work experience opens the door to potential summer jobs and part-time work with the employer while the student is in college. Another frequent short-term goal is the chance to see the theory applied in the real world. This allows the student to see that the theory is actually used and is worth learning. Career exploration is another short-term goal.

The contract should explain how the activities relate to the student's goals. Relevant questions that might be asked include: What potential experiences are available? How will the knowledge gained relate to the student academic program? Will the experience provide an alternate means of fulfilling a course requirement? Will it supplement an existing course? Will it provide an opportunity to gain knowledge not available in existing courses? How will it help the student with his career goals in the short run? medium term? and long run? Will contacts made be helpful to the student in the future?

The student's academic advisor should also be consulted. The advisor should be familiar with the goals of the student and so be able to help create a learning situation that will achieve some of those goals. Students can also go to their advisors to inquire about potential placements. Frequently advisors are contacted by agencies with job openings.

Learning Objectives

Learning objectives should contain the concepts or skills that the student is to learn from the activity. They should be based on the needs or goals of the student and the type and level of course for which the student is receiving credit. The learning objectives should state the outcome that is expected. If the student is receiving credit for a specific course, the objectives should be similar to those for the course. The student should be able to take the same final exam as would be given to the traditional class and perform equally well on it.

If the student is getting credit for a 285 or 485 course, the objectives must be developed. The objectives should identify the expected outcomes of the placement. Ideally, they should represent an outcome that is worthy of credit and yet attainable, measurable in quantitative and/or qualitative terms, and stated clearly and simply. Objectives should involve either new skills and knowledge or a substantial improvement (e.g., speed, quality, accuracy) of present abilities. If learning objectives meet these criteria, evaluation should be easier and be perceived as fair by both student and faculty member involved. Whatever the objectives, they should require *observable* activity. Actions could include: identify, distinguish, construct, describe, apply, demonstrate, etc.

Program of Activity

In order to fulfill the objectives, a program of activity should be specified. This tells how the student plans to meet the proposed objectives. The work activities may be developed in consultation with the employer or from a job description provided by the employer or OEE. This allows the work supervisor to know what is to be learned and to provide the necessary experiences.

Learning opportunities should not be limited to the work experience alone. Readings,

reports, and journals are activities that have been assigned by many faculty members. The effectiveness of each varies with the student, instructor, and work assignment.

Readings could be about contemporary problems in the field in which the student is working. Some students have been assigned "classic" articles that are covered in introductory courses. They are expected to study the articles and tell how they apply to their work assignments. One student was assigned portions of two textbooks to read and to apply their views to the work experience.

Reports are probably the most frequently used assignment. They can be written and/or oral. Reports can be made over daily observations and reflections, readings, etc. Some schools require weekly written reports. Others want only a final oral debriefing. Some instructors have required oral reports to be made to one or two classes. This allows the class to see that the theory is actually used in the field. It also makes the class aware of the possibility of receiving academic credit for learning acquired through work experiences.

Journals and diaries are widely used activities. The student keeps a regular listing of activities performed, new things learned, important events, new skills, etc. The journal should relate these events to the career and learning objectives of the program as spelled out in the contract. The journal should require the use of analysis and reflection rather than just being a log of activities.

The following format may be useful in designing a report or journal.

I. Introduction. Give the nature and scope of the experience and a statement of the objectives. Include duties of the student and the department. How do these duties relate to overall operation of the organization? Include a daily or weekly listing of activities performed.

II. Discussion. Arrange in a unified sequence so that the report is clear and logical. Use tables, forms, graphs, photographs, drawings, samples of work, etc., to clarify and document the report. Discuss: What classroom skills were used? What other skills were needed? What skills were learned or further developed? List the required readings and any related outside readings. How did the assigned readings relate to the experience? Did the experience support the viewpoints expressed by the readings? Why or why not?

III. Conclusion. Show the significance of the project's outcome. Have career goals been solidified? changed? Relate the experience to current problems in the field of study. Relate the experience to the career goals and objectives given in the learning contract. How could the program be improved to make it more relevant to your needs? How could the organization be changed to make it operate more efficiently? The activity should be evaluated by the faculty member with a grade assigned, based on the learning objectives and the criteria for evaluation.

Evaluation Criteria and Procedures

The criteria for evaluating a student will vary with the work assignment and objectives. The CAEL project (Cooperative Assessment of Experiential Learning) has identified numerous assessment techniques to evaluate experiential learning. (See, for example, *A Compendium of Assessment Techniques*, by Joan Knapp and Amiel Sharon, CAEL, Educational Testing Service, Princeton, N.J., 1975.) The following are major methods identified:

1. Written objective test
2. Written essay test

3. Test based on a taped situation
4. Diaries, essays, or reports
5. Structured interview or oral examination
6. Oral presentation
7. Observation of performance in natural situation
8. Observation of performance in simulated situation
9. Performance test (recital, typing, etc.)
10. Product assessment (work sample)
11. Testimony from external source
12. Faculty member assessment
13. Placement supervisor assessment
14. Client or customer assessment
15. Peer assessment
16. Self-assessment

Whatever the method(s) used, the importance of both parties understanding the evaluation criteria and procedures cannot be overemphasized. Both parties should know what to expect. Clearly defined criteria and procedures should avoid much of the ill-will which results from simple misunderstandings. A good way to enhance understanding is for the instructor and the student to work together to develop a written evaluation procedure before the student starts working. This procedure should be stated in the learning contract.

The evaluation should be directly related to the stated learning objectives. The contract should specify what is to be evaluated and how. Will the grade be based on neatness of report? Content? Volume? Test Scores? Supervisor's evaluation? Combination of these? Whatever the criteria, they should be specified prior to the student's placement.

A clearly worded learning contract will enable the student to complete the work assignment and receive academic credit with fewer misunderstandings and less guidance from the faculty supervisor. This can be accomplished if the work supervisor, the student, and the instructor work together in designing learning objectives, a program of activities, and an evaluation procedure to help the student fulfill his or her career goals. The contract will let all parties know what to expect, and so should avoid any party feeling dissatisfied with the outcome.

PLACEMENT DATA SHEET
Office of Experiential Education
Union College - Barbourville, Kentucky 40906

The following questions are to help the Office of Experiential Education locate a placement for you. Other basic information is available to the Office through the MIS Student Information System. Information will be used only by this Office and will not be released to others.

1. Full legal name _____
Last First Middle

2. Local address _____

3. Local phone no. _____

4. Experience (Most recent first)

Employer and Address	Hours Per Wk.	Dates From To	Duties

Can you type?_____Words per minute_____

Shorthand?_____Words per minute_____

Do you have use of a car for work?_____Driver's License?_____State_____

What are your hobbies and interests?_____

_____

List in order of preference the type of position or experience you seek.

First preference_____

Why?_____

_____

_____

Second preference_____

Why?_____

_____

_____

Would you consider placement outside your home area?_____Where?_____

What organizations would you prefer to work for?_____

_____

Would you consider an assignment without pay?_____

Campus References:

Name_____Title, Dept._____

Name_____Title, Dept._____

I understand that if this petition is granted, a learning contract will be written and become the basis for granting credit and/or grades for this experience. I understand that I will remain a registered student at Union College, subject to their rules and regulations, and that I am required to submit a written report of my activities to the Office of Experiential Education in addition to any that may be required in fulfilling my learning contract.

_____ _____

Date Signature

UNION COLLEGE

OFFICE OF EXPERIENTIAL EDUCATION

Understanding of Placement

TO: NAME:
TITLE:
ORGANIZATION:
ADDRESS:

The student named below is interested in obtaining employment with your organization in order to satisfy degree requirements at Union College. It would help us in assigning this student if you would complete this form, retaining the original to indicate your acceptance of these arrangments, and returning all copies to the Office of Experiential Education, Union College, Barbourville, Ky. 40906.

Student_____

This agreement is to define clearly the conditions and schedules of training and to serve as a guide to the involved parties, namely, the company or agency, the student, and Union College, in providing a learning experience. In order that a systematic plan which provides for well-rounded training can be followed, each party involved in this agreement should follow the guidelines specified on the reverse side of this form.

The student agrees to perform diligently the work experiences assigned by the employer according to the same company policies and regulations as apply to regular employees. The student also agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve his efficiency, knowledge, and personal traits in order that he may enter his chosen career as a well qualified employee.

In addition to providing a placement and practical instruction, the employer agrees to aid in the supervision and evaluation of the student.

A. The above mentioned student will be placed during the period beginning on or about _____ and ending on or about _____.

B. Starting wage for this placement position will be: (enter 0 if a volunteer position)

$_____

LEGALLY NOT BINDING

_____
SIGNATURES

Student	Employer Representative	Experiential Education
Date	Date	Date

Guidelines for Placement

I. IT IS UNDERSTOOD THAT THE STUDENT WILL:

A. Adhere to all policies of the employing firm
B. Report to work promptly, and in the event of illness or emergency will notify the employer and coordinator promptly
C. Direct his energies to the completion of work assignments
D. Not apply for unemployment benefits from State Office of Human Resources, due to the fact that he is leaving voluntarily and without cause attributable to the employer
E. Adhere to additional policies of individual academic programs and the Office of Experiential Education

II. IT IS UNDERSTOOD THAT THE EMPLOYER WILL:

A. Recognize the student as a trainee and to that end will provide varied experiences and adequate supervision
B. Assure safe and healthful working conditions
C. Accept the responsibility for supervising and evaluating the work of the student
D. Provide workman's compensation insurance for the student
E. If for any reason termination of employment is necessary, meet with both student and coordinator in a special meeting

III. IT IS UNDERSTOOD THAT THE COLLEGE WILL:

A. Provide instruction concurrent with the work assignment
B. Periodically visit the student and the employer to ascertain progress in the student's work.
C. Provide guidance for special student problem.
D. Grant academic credit toward the completion of the student's degree if conditions of the learning contract are fulfilled.

STUDENT EVALUATION OF PROGRAM
OFFICE OF EXPERIENTIAL EDUCATION
UNION COLLEGE - BARBOURVILLE, KENTUCKY

Name_____ Employed from_____ to_____

Employer_____ City_____ State_____

Hours per week_____ Work Supervisor_____

Job Title and Description of Work Performed_____

_____

Instructions:

1. Compare this work experience with past employment and with related classroom exercises.
2. Check the most appropriate box for the criteria given.
3. Keep your emotions separate from your observations of people and processes.

Criteria	RATINGS				
	Excellent	Good	Average	Poor	Very Poor
Provided an educationally meaningful experience.					
Expected duties and responsibilities were clearly defined					
Provided adequate training to perform the work.					
Supervisor made valuable suggestions on ways to improve performance.					
Willingness of other workers to give advice.					
Importance of work to the operation of the enterprise					
Relevance of experience to career goals					
Willingness of employer to listen to your ideas					
Academic preparation for job					
Instructor's interest in your job and duties					
Ability of instructor to provide needed help					
Overall evaluation					

SUPERVISOR'S EVALUATION OF STUDENT

Student_____ Employed from_____ to _____

Employer_____ City_____ State_____

Salary $_____ Fringe Benefits_____

Type of Work_____

Instructions to Rator:

Please rate the employee as excellent, good, average, etc. on each of the characteristics listed. In the section for comments, describe any strengths and/or weaknesses of the student and/or program that you feel are important. Feel free to use the reverse side of the sheet if needed.

Thank you for providing an educational opportunity for this student. Your cooperation is certainly appreciated.

Characteristics	Excellent	Good	Average	Poor	Very Poor
Desire & willingness to take on new assignments					
Potential for further development in present job					
Attendance and punctuality					
Willingness to complete assignment					
Accuracy & willingness to follow instructions					
Ability to communicate - Oral:					
Written:					
Constructive attitude, ingenuity					
Cooperation - Ability to appreciate, consider, get along with others					
Overall evaluation of performance					

Did student meet_____ exceed_____ or fall below_____ your expectations?
Would you accept the student for another period of cooperative employment? Yes___ No___
Comments:

Supervisor_____ Date_____

INSTRUCTOR'S EVALUATION FORM
OFFICE OF EXPERIENTIAL EDUCATION
UNION COLLEGE - BARBOURVILLE, KENTUCKY

Date_____ Student's Name_____

Instructor_____Semester_____Year_____

Employer_____City_____

Department_____Supervisor_____

Please complete this form and return it to the Office of Experiential Education. Include any other information about the learning experience that you feel is important.

Was the credit received for the work performed too much_____ reasonable_____too little_____?

What aspects of the experience do you feel benefitted the student most?_____

_____

_____

What aspects were least beneficial? How could they be improved?

_____

_____

What problems did you as the instructor have in dealing with the employer?_____

_____

Were the objectives and evaluation procedures given in the contract specific enough to be usable?_____ If not, what modifications were made?_____

_____

How could you improve on this contract?_____

_____

Would you recommend this work experience to another student? Yes_____ No_____ If no, why not?_____

_____

_____

_____

GUIDELINES - USE OF COLLEGE WORK-STUDY FUNDS FOR FIELD EXPERIENCE

The following guidelines are to be used to help determine if a student may be eligible to receive work-study funds while in the field placement. They *are not* guidelines to determine student eligibility for field placements.

Eligibility of Students

1) Student must be a national of the United States or is in the United States or is in the United States for other than a temporary purpose and intends to become a permanent resident thereof.
2) Student must have been enrolled as at least a half-time student (6 hours) at the institution during the preceding period and intends to continue his/her program at the institution as at least a half-time student during the field experience or during the following regular session.
3) Student must have a grade point of at least 2.0.
4) Student must be in need of the earnings from such employment in order to pursue a course of study at the institution.

Determination of Need

1) Need is determined by taking into account the student's actual cost of education at the institution and his expected family contribution.
2) Cost of education includes amounts charged for tuition and fees, the amounts charged by the institution or the expenses reasonably incurred for room and board, books, supplies, transportation, miscellaneous personal expenses, and expenses related to maintenance of a student's dependents. Transportation costs related to a program of study abroad may not be included as a cost of education.
   Financial need will be determined by the College Financial Aid Officer using the College Scholarship Service (CSS) forms for analysis.
3) The amount of work-study funds awarded to a student cannot be greater than an amount which when combined with all of the resources would exceed the difference between the student's cost of education and his expected family contribution.
4) All money earned during the field experience will be counted as part of the student's total resource for the period enrolled.

Credit

1) Work performed for the institution itself by which a student satisfies a requirement of a degree or a certificate pursued by that student will not be considered eligible employment.
2) Work for a public or private nonprofit organization other than the institution itself which is otherwise eligible employment may be used to satisfy a requirement for a degree.

Hours of Employment

1) During periods when classes for which the student is enrolled are in session, the student shall not work more than an average of 20 hours per week averaged over

the period of enrollment for which the student has received an award. During other periods of time, the student shall not work more than 40 hours per week.

2) An institution or public or nonprofit organization may utilize its own funds to employ students in excess of the limitations in (1).

Eligible Employment

1) Employment provided may involve only work performed in the public interest for a public or nonprofit organization.
2) Employment may not result in the displacement of employed workers or impair existing contracts for services.
3) Employment may not involve any partisan or nonpartisan political activity associated with a contending faction or group in an election for public or party office.
4) Employment may not involve the construction, operation, or maintenance of so much of any facility as is used or is to be used for the sectarian instruction or as a place of religious worship.

APPENDIX B

SAMPLE LEARNING CONTRACTS

SAMPLE LEARNING CONTRACT #1

1. Career and Academic Goals:

Short-term: The chemical analysis that I will be conducting is of a quantitative nature. The standard requirements for the course, Quantitative Analysis, Chemistry 212, seem to me to resemble the type of lab work that I will be performing for the refinery. I realize that outside reading and problem solving are also necessary. I feel that I will gain experience in these working conditions that I would not be exposed to in the classroom. This program will show me the type of work that a chemist for an oil refinery must perform. I expect my opinion of this type of work to change within the next five months. Whether it will be raised or lowered I cannot say--but it will be an experience in a line of work I haven't known before.

Long-term: B.S. Degree - Chemical or Environmental Engineering. Depending on interests and job offers upon graduation, I may enter graduate school. At this time, my long-term goals are quite flexible. I am in hopes that my upcoming job experience will help in determining specific vocational interests.

2. Learning Objectives:

1) To obtain a theoretical knowledge of quantitative analysis equivalent to that learned in the traditional classroom course in quantitative analysis.

2) To learn quantitative laboratory procedure through working in an industrial chemical laboratory.

3. Program of Activities:

1) I will work in the laboratory performing analysis necessary for operation of the company.

2) I will write a detailed laboratory report of each type of analytical procedure performed. The report will include theory of the analysis procedure, the procedure, and typical results and interpretation of those results.

3) Weekly reading and problem assignments will be made in the textbook, *Quantitative Analysis* by Day and Underwood, Prentice-Hall, Inc. Additional readings will be assigned in Instrumental Analysis.

4. Criteria: Laboratory Technique

Rating Scale	Check Appropriate		Description
(a) Ability to plan experimental work.			
1			Well organized, systematic approach, locates and utilizes necessary reference material.
2			Presents relatively well-organized approach, needs only minimum outside guidance.

3	Poorly organized, unsure of methods of approach, needs outside guidance.

(b) Ability to execute experimental work.

1	Is able to carry out either experiments of his own design or follow experiments designed by others. Laboratory work is carefully and neatly carried out. Utilizes necessary equipment with skill. Work is accurate and precise.
2	Needs some guidance in carrying out experiments. Utilizes equipment with care. Work is generally carefully done. Work is usually accurate and precise.
3	Has difficulty carrying out experiments. Is careless. Work varies--is often neither accurate or precise.

(c) Ability to maintain accurate records.

1	Laboratory notebook is carefully and neatly presented; directions could be easily followed and repeated by a co-worker. Results are clearly indicated. Explanations for mistakes (crossed out material indicated). All information is recorded.
2	Laboratory notebook is neatly presented, details sometimes absent. Results clearly indicated. Some difficulty for others to follow.
3	Laboratory notebook not logically and neatly presented. Insufficient detail present for others to follow, necessary data frequently absent.

(d) Ability to interpret and communicate experimental results.

1	Is able to interpret the results obtained; recognized when results may not be accurate and reasons for this. Can apply information to next set of experiments; can communicate to others the results and the meaning of the results.
2	May need some assistance in interpreting results. Has difficulty in communicating clearly to others the experimental results.
3	Has a great deal of difficulty in interpreting and understanding results. Communication of results to others is very difficult.

SAMPLE LEARNING CONTRACT #2

1. My Career and Academic Goals Are:

   1) To finish my mathematics major.

   2) To learn practical applications of statistics.

   3) To learn data-gathering techniques.

   4) To gain experience working with computers.

2. Learning Objectives:

   1) To identify and apply the statistical techniques needed to answer a research question. This includes use of some statistics already learned as well as application of some new techniques.

   2) To develop a plan for analyzing the data and to show adjustments in that plan which are based on the actual results obtained.

   3) To learn how to handle exceptional cases and cases with incomplete or missing data.

   4) To demonstrate an understanding of computer capabilities by running the data and obtaining (a) results which describe the sample and (b) results which answer the statistical questions.

   5) To prepare a technical report which presents the problem definition, data-gathering procedures, description of the sample, hypothesis testing, and a summary witn conclusions. To prepare a condensed report containing the definition of problem, description of the sample, overview of the result, conclusions, and recommendations.

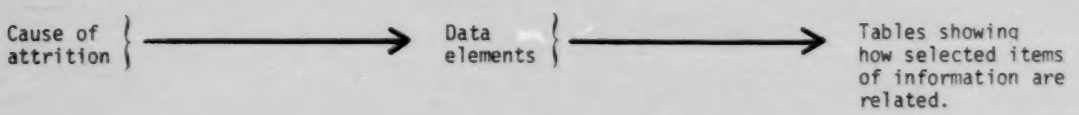
3. Activities and Experiences:

   1) Reports . . . includes brainstorming on problem definition.

   2) Data-gathering procedures--keypunch + verification.

   3) Data analysis--descriptive statistics--hypothesis testing.

   Problem: Establish a baseline study of freshman attrition beginning with an entering class and investigate factors associated with persistence, stopping out and transferring. A freshman class will be followed from entrance through their senior year.



4. Evaluation and Grading

   The evaluation of the work will be based on the following reports:

   1) Definition of the problem.

2) Data-gathering procedures.

3) Description of students.

4) Questions and associated dummy tables.

5) Questions and actual tables.

6) Summary and conclusions.

7) Summary and management reports.

The grade of C will be assigned on the satisfactory completion of reports 1 through 5.

The grade of B will be assigned with completion of report 6 and the grade of A with the completion of report 7.

SAMPLE LEARNING CONTRACT #3

1. Student's Career Goals

1) **Short-range:** to be admitted to law school upon graduation form college in 1978.

2) **Medium-range:** to establish legal practice in civil and criminal law.

3) **Long-range:** to become politically active at the local and, eventually, the state level.

Relationship of the Activity to These Goals

1) To Academic Program:

--experience and learning expected to provide beneficial prelaw preparation in terms of content and pressure of deadlines for completion of various tasks.

--program supplements political science offerings of college in that credit will be earned for a subject matter for which the current catalogue offerings provide little depth.

2) To Career Objectives:

--the program constitutes an experience in career exploration for law practice in general. This will provide a better basis for the student to assess the validity of his current career objectives.

--should the student's career objecitves be confirmed by this experience, the program enables him to establish potentially beneficial contacts with individuals who can provide his with assistance in the pursuit of and in the practice of a career in law and/or politics.

2. Learning Objectives For This Experience

1) to be able to demonstrate knowledge of the purpose and functions of the Kentucky court systems, especially at the circuit court level.

2) to be able to identify and classify the kinds of and disposition of civil cases that have been brought before the _____ County Circuit Court over the last ten years.

3. Program of Activities and Experiences Planned to Meet Objectives

1) Readings:

--on Kentucky Court System and purpose and function of circuit courts. (To be identified by student in consultation with court officials and/or attorneys. Bibliography of readings should be included with paper.)

--on _____ County Circuit Court (Court Records for civil cases decided or disposed of during January in the years 1965, 1970 and 1975.)

2) Observations and Interviews:

--observation of the circuit court in session for at least five days during January.

--interview at least the following individuals on the function and purpose of Kentucky circuit courts in general and on the _____Circuit Court.

Circuit Court Judge
Circuit Court Clerk
Five attorneys who have participated
in circuit court action.

3) Writing:

--a descriptive log of daily activities and observations starting January 5 (or sooner) and ending by January 23.

--a weekly review of experiences and appropriate reflections thereon to be done for the weeks January 5-10, 12-16, 18-24. The weekly reviews may be incorporated into the log or they may be treated separately.

--an interview schedule to be used for the interviews cited in number 2 above should be prepared by the student and reviewed by the faculty member by January 16.

--a memorandum describing the number and nature of interviews actually conducted and the findings and results thereof should be prepared by the student and handed in to the faculty member by January 28.

--a paper describing the purpose and functions of Kentucky _____ Circuit Courts with special attention devoted to the case of the _____ Circuit Court should be completed by the student and handed in to the faculty member by February 10. An Appendix describing and analyzing the types of civil cases disposed of or decided by the _____ Circuit Court over the last decade as indicated by the records for January 1965, 1970, and 1975 should be attached to the paper, as well as a bibliography of readings done on Kentucky Circuit Courts.

4) Student-Faculty Conferences and Communications:

--the student should call the faculty member at least once each week on Thursday or Friday to review progress and make any necessary alterations in the study and work plan. The faculty member can be reached by calling his office. Should the faculty member be out of his office when the student calls, the student shall leave a number where he can be reached and the faculty member shall return the call.

--the student shall arrange to visit the faculty member at Union College early in the

week of January 12-17. Exact details are to be arranged by phone Thursday-Friday, January 8-9.

--the faculty member shall arrange to visit with the student on Tuesday, January 20. Confirmation and details will be attended to by phone Thursday-Friday, January 15-16.

--the student will meet with the faculty member for a preliminary oral debriefing on Wednesday, January 28. Attention will be focused on the daily log and the weekly reviews and on the status of preparation for the paper due February 10.

--the final conference between student and faculty member will be scheduled within a week after the paper has been completed and handed in. This conference will focus on an oral review of the entire project with emphasis on the content of the paper.

4. Criteria and Procedures for Evaluation and Grading

Student performance will be assessed as it is reflected in the following written assignments and oral debriefings:

1) the log of daily activity and observations (due by January 26)

2) the weekly review and reflects (due by January 26)

3) the written interview schedule (due by January 16)

4) the memorandum of interview results (due by January 28)

5) the oral debriefing of January 28

6) the paper on the purpose and function of Kentucky Circuit Courts with an Appendix of civil court cases for selected years (due by February 10)

7) the concluding oral conference.

Each of the above will be evaluated on the basis of its timeliness and quality. Qualitative judgments will be made by the faculty member utilizing a rating scale of "good," "satisfactory and "unsatisfactory". For written work, the rating will be based on completeness, clarity and accuracy of the work and on the neatness, organization, and grammatical correctness of the writing. The oral sessions will be rated on the basis of the student's ability to describe and explain the purposes and functions of the Kentucky Circuit Courts, to provide illustrations of general points with specific examples from _____ Circuit Court experience, and to elaborate upon and/or defend his written submissions.

A letter grade for this course will be assigned by February 27 at the latest. The specific grade to be assigned will be ascertained according to the following procedure:

GRADE	CONDITIONS UNDER WHICH GRADE WILL BE EARNED
A	Completion of 1-7 above as scheduled with a "good" rating by the instructor.
B	Completion of 1-7 above as scheduled with a "good" rating by the instructor on 1-2, 6-7, and a "satisfactory" rating by the instructor on 3-5.
C	Completion of at least 1-2 and 6-7 as scheduled with a "good" rating by the instructor.

D	Completion of at least 1-2 as scheduled and 6-7 by February 26 with at least a "satisfactory" rating by the instructor for each.
F	Anything less than the conditions specified above for earning a grade of D.

CAEL Institutional Report
University of Kentucky

EXPLORING THE PSYCHO-POLITICAL DEVELOPMENT OF LIBERAL ARTS INTERNS

Barbara K. Hofer
Robert F. Sexton
Ernest Yanarella

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PREFACE

The University of Kentucky is a comprehensive, state land-grant institution with a student body of approximately 22,000. Like other institutions of its type, the University must deal with the tension created between the commitment to research and the academic aspirations of its faculty and graduate students, and the need for creative, high quality undergraduate instruction.

Within this traditional, multipurpose university, the Office for Experiential Education was created three years ago as one attempt to infuse flexibility and individuality into the curriculum by facilitating and promoting the use of experiential education throughout the university. Each semester approximately 2,500 students are engaged in some type of preplanned off-campus educational activity for academic credit. The OEE assists in this process in such ways as developing placements, creating new courses, advising individual students, assisting with learning contracts, coordinating interdisciplinary internship programs, assisting faculty with means of evaluation, and conducting related research. Most importantly, the Office works to develop and refine the use of experiential education as a vitalizing component of liberal arts education.

Currently these efforts have led to the development of an internship program designed to explore the ethical dimensions of public policy decision making. The program is an attempt at combining internships and an interdisciplinary seminar in order to teach a liberal arts concept (ethics) in a manner that would lead to a deeper understanding and internalization than if taught solely in the classroom. Fifteen students each semester, from different disciplines, are placed in public service internships in which they are able to examine and participate in professional decision making and in a seminar in which they reflect upon the ethical nature of these decisions and create a theoretical framework for how these decisions ought to be made.

Creating an evaluation design for the participants in this program, based on criterion standards that could allow for considerable individual interpretation and be nonprescriptive in moral tone, was the focus of the CAEL Operational Models Project at the University of Kentucky. The design which results from this project is theoretically grounded in critical political theory and cognitive developmental psychology. Chapters I and II of this project report offer background information about the institution. Chapter III describes the philosophical and pedagogical rationale for the ethics program, and Chapter IV outlines the actual design of the program. A theoretical framework for the evaluation, the evaluation design, and the comments on its initial utilization are presented in Chapter V. Chapter VI contains tentative conclusions about both the program as a whole and the design for the evaluation of the program participants. These conclusions may be particularly useful to others considering designing liberal arts internship programs and to those interested in developmental evaluation schemes.

Basically, it was found that it is difficult to inject the notion of "development" as the aim of education in an institution that promotes a fairly rigid definition of academic competence; such a program might be more easily accepted at a small liberal arts institution more committed to nurturing "the whole person." However, in a large institution the program does offer a challenging alternative to a small number of students, an excellent example of the potential of

experiential education for the liberal arts, and an avenue of pedagogical experimentation for the faculty. In regard to the evaluation of development, the project represents an attempt at synthesizing several important notions of development and offers a complex and insightful means of viewing student change in the psycho-political realm. The method, however, is costly and time-consuming, and, again, difficult to incorporate into a test-oriented academic institution. With certain refinements, the evaluation might continue to be most useful in programs of this type, with a limited number of participants and with accepted developmental objectives.

Portions of the first chapter have also appeared in Earl McGrath, *General Education and the Plight of Modern Man*. We owe special thanks for assistance in the planning of this project to Michael Bayles, Clinton Collins, Richard Graham, John B. Stephenson, and Richard A. Ungerer, and to the Lilly Endowment. We also thank the Fund for the Improvement of Postsecondary Education for the support provided through CAEL. The opinions expressed in this report, however, are those of the authors.

I. INTRODUCTION

The program considered in this report is a multifaceted experiment at integrating experiential education, as a pedagogical process, with the liberal arts curriculum, particularly that curriculum's emphasis on values and ethics. The program rationale grows out of the conviction that liberal arts instruction is floundering, buffeted by external conditions (the economy, vocationalism, changing student populations) and suffering internally from a loss of confidence. The basic assumption is that the pedagogical processes of experiential education (that is, planned-in-advance educational activities taking place outside the classroom under the reflective guidance of a faculty member) may be a valuable tool for improving the institutional impact of the liberal arts curriculum.

The "Ethics of Public Policy Decision-Making" program is, therefore, an attempt to merge the content of liberal arts with the processes of experiential education in a large, multipurpose, traditional university. This report deals with the conceptualization design, and evaluation of the program, and the lessons learned from merging the program into the larger university system. In other words, the report attempts to evaluate the outcomes and the potential impacts of the project on the system. Although evaluating what actually happened to students was a major concern, other systemic reactions provided more crucial lessons. The effort to evaluate development is a task which will continue into the future; the short-term results are reported here. One of the key issues of the evaluation is whether "standards" of development upon which academic credit can be awarded are even possible. The magnitude of this question demands more exploration than we provide here.

It is difficult to merge a specifically focused, somewhat esoterically defined program, which relies heavily upon self-directed students, effective communication, and shared objectives, into a massive and diverse educational system. In part, this report deals with the nature and lessons of the program and may provide a model for its duplication elsewhere. For the large, multipurpose university we conclude that cores of reform of the type this program provides offer valuable alternatives for selected students, and in this respect become institutionalized. The broader question of whether the institutional mission can be modified to incorporate moral development as an aim of education is more difficult, and we offer only tentative conclusions.

II. INSTITUTIONAL SETTING

The University of Kentucky is a land-grant institution in Lexington with 17,408 undergraduate students and 5,118 graduate students. In addition, over 16,000 students are enrolled in the university's community college system. The multipurpose university with 14 colleges, including a medical center, generates considerable research activity while attempting to provide quality undergraduate education for a diverse student body. Like many universities of its type, the university's academic aspirations for quality faculty and research, and the resulting effort to attract grant funds and academic talent are in conflict with the need for high quality, creative undergraduate instruction. Nevertheless, the university has generally recognized that it must reconcile the possible incompatibilities between its major research university status and quality undergraduate instruction.

Within this traditional, research-oriented, multipurpose university, the Office for Experiential Education (OEE) is one effort to infuse flexibility and individuality into the academic program. The primary purpose of the Office for Experiential Education (which is part of the Office of Undergraduate Studies) is to facilitate, advocate, and develop experiential education as an important component of the educational activities of the university. (The Office for Experiential Education does not evaluate prior experience for academic credit). To carry out this mission, the Office works with academic departments and individual faculty members to build various kinds of field experience activities into the academic curriculum, assists students in matching individual academic needs with activities such as internships and other field experiences, and works with the community to develop cooperative arrangements.

Because experiential education, as one type of student-initiated independent work, depends on students who aggressively seek to control their own education, efforts are also made to encourage a climate hospitable to independent and self-directed learning within a complicated bureaucratic structure. This effort is basically developmental. Working with other academic units and students, the Office attempts to establish experimental programs to demonstrate the potential of experiential education for generating this desirable learning climate.

III. PROGRAM RATIONALE

The project considered in this report grew out of the OEE's developmental efforts and a special concern about the effectiveness of instruction in the liberal arts. Despite the increasing professionalism and apparent vocationalism of the multipurpose university, liberal arts education continues to be at the heart of the institution's mission. No longer serving a narrow or elite student body, and with a growing obligation to people of all ages and backgrounds, liberal arts institutions have an increasing obligation to provide a thorough underpinning in the values of the broader society. The university catalogue explains that the curriculum of a state university should be designed so that the state and nation will have more "men and women possessing character, ideas, ingenuity, moral responsibility, and general competence; men and women who can provide the knowledge and technical skills to cope with a national and world situation growing ever more complex and difficult." Naturally, there is some doubt as to whether the processes of the large university can accomplish this purpose. As a complicating factor many students seem to be enrolled primarily for vocational purposes, rejecting as "frills" liberal arts courses which seem without any immediate payoff.

The most traditional goals of liberal arts education--of providing students with an understanding of the world around them in its historical, social, and economic context, and of nurturing the ability to analyze insitutions and ideas critically--currently suffer on a number of fronts. They suffer from the dehumanization of a technological society and from social and economic forces challenging their basic philosophical underpinnings. Modern technology and the resulting sense of personal powerlessness reemphasize the individual's need for a sense of personal identity not presently provided by much of higher education. In addition, a "crisis" atmosphere for the liberal arts comes from the drive toward vocational education, current economic conditions leading students to reject general courses in favor of "marketable" programs, and the movement of the so-called "new learner" into the system.

The "Ethics of Public Policy Decision-Making" program at the Unversity of Kentucky is an experiment designed to deal with these problems in liberal arts instruction through the application of experiential education. The large, multipurpose university environment adds another dimension to the challenge. This does not mean, however, that the program is not applicable to liberal arts instruction in smaller colleges, and, indeed, it may be that in more cohesive, smaller colleges the experiment might have greater potential.

The program is an experiment with experiential education (that is, planned, out-of-the-classroom experiences in which a student undertakes personally determined learning objectives with the assistance of a faculty member) as a means of revitalizing instruction in the liberal arts. Experiential education is by no means a panacea, but these activities can add a vital dimension not present in many programs. The program emphasizes the reflective dimensions of experiential education and contends that experiential education and the liberal arts can reinforce one another.

Values, the Liberal Arts, and Experiential Education

The program focuses on "values" and "ethics" as factors that each individual must consider as a participant in public life or in institutions with a public responsibility. These issues, partially made visible in the last few years by Watergate but with deeper roots in international politics, war, and worldwide economic development, involve matters of moral choice, ethical decision making, and the potential of citizenship. Making choices among alternatives, all of which seem to be unattractive, seems to be the constant dilemma of modern man, says Sidney Hook in *Education and the Taming of Power*, and education in the humanities should help the individual deal with this dilemma. Hook says,

> As I understand the philosophical bequest of the humanities of the modern world, it reinforces our awareness of the indispensibility of human choices as constituting the glory and tragedy of man. Indeed, the operating effectiveness of human choice is what we mean by freedom. In the end, power can be tamed, if at all, by the human spirit which alone is the carrier of cosmic value, and by the use of intelligence in the service of human freedom. (p. 200)

Hook argues further that the individual with an "educated intelligence" has the responsibility to analyze barrages of information attempting to influence him by "sophisms, propaganda, and brass bands."

> At is precisely here that the educational agencies of a democracy have an enormous responsibility. They must teach not merely the facts, but how to test them, how to relate them to problems, and how they bear upon relevant alternatives. They must also stir imagination and sensibility in envisaging the effects of proposed modes of conduct on a human situation. (p. 200)

These issues of moral choice, the application of intelligence to problems, and the ethical virtues that Hook, among others, ascribes to the humanities, are precisely those seen to be lacking in college programs both by the general public and by many educators themselves. In other words, many think the responsibilities of enlightened citizenship and service to community are neither taught by faculty nor understood by students. It is possible that this results from inadequate pedagogy used to convey these ideas. The "Ethics of Public Policy Decision-Making" program tests the premise that these intelligent choices cannot be learned in a vacuum, since no decisions are made in one. The difference between the *is* and the *ought* is determined in fluid situations influencing the individual in the most personal ways. The academic hope, of course, has been that a context for making decisions would be provided by the "understanding" derived from mastering the written and the teacher's spoken word. Unfortunately, we have no way of knowing that this abstact context will hold up when challenged, or that it will be remembered, or that the intellectual value orientation will not be thrown out at the first confrontation with a hostile environment.

An integrated context of reflection and experience might provide not only a means of remembering abstractions but also a way of reinforcing them during and even after the time in which they are being tested. The values we consider here, for example, fall largely in the area of appreciation and sensitivity, and we have no way of knowing that they can be adequately tested in the mind of an undergraduate learner as he or she hears lectures on Plato or political

power. It might be more appropriate to test these attitudes outside the classroom in a supervised experiential activity, where the learner is first forced into a personal confrontation between his or her values and external conditions, assesses the results, and returns to the abstractions either for new insights, for reinforcement, or modification of the abstraction--not to change its essence, but to see how to work within its general limitations while making hard choices.

Educators have argued that students, by understanding the human condition through the study of history, literature, philosophy, or other subjects, would develop their capacities to participate in society. Despite the intensity of these goals in the rhetoric of higher education, we suspect that many educators have wondered whether their students, who may have little concern for the disciplinary methodology that often beclouds the presentation of this general "understanding," or who may have little aesthetic appreciation for or sense of identity with past personalities, are memorizing materials by rote to pass examinations without ever really "reflecting" on the broad implications or achieving a deeper understanding.

The possibilities of this broad understanding taking place in a setting other than the standard classroom became obvious to one of the authors while administering a state government internship program several years ago. For several years previous to that experience he had tried to interest students of American history in southern politics by assigning T. Harry Williams' biography of Huey Long. Students in upper-level history courses reacted negatively to the book. It was too long (approximately 900 pages), and its detail was oppressive to students with limited empathy for the relationship between politics and administrative manipulation. Quite logically they asked why they needed to read 900 pages to get the "information" they thought the book contained; the "understanding" that the book could have provided was simply unavailable to all but a few.

A seminar for full-time undergraduate interns in state government provided an interesting reverse. All of the interns were in situations where they did real work with administrators of government agencies reporting directly to the governor. The interns were aware, on a personal and daily basis, of the implications of gubernatorial power through their internship assignments--not through the seminar on the written material. When the seminar reached the point of reflecting on the role of contemporary governors, *Huey Long* was assigned. The book took on relevance and meaning for the students. They identified immediately with both Huey Long and his administrative environment. They said, "My agency would have reacted differently in that situation," or "The governor did that to our department," indicating that each student had a peg on which to hang the information in his or her mind. Moreover, the wealth of detail and analysis in the book, in one instance of hindrance, was now an advantage; a thorough analysis of the milieu of one governor and one state's political/administrative structure in the context of practical experience brought understanding. . In other words, the interns each had a personal experience with historical understanding; they placed themselves and their agencies in the context of a historical experience. And this was not a matter of relating "theory to reality," as is often said to be the advantage of internships. Instead, they realized that this book, this "history," was, in fact, part of an ongoing reality. Historical consciousness dawned on them when Huey Long became as real as their current governor; the only difference was that they read

about one, and observed the other directly.

This program rationale raises images of the past record of the social sciences as shapers of social or economic policy, sometimes with disastrous implications, but for purposes of this project we have put aside the debate over whether the humanities should have a social role. There seems to be enough merit on the side of universities and colleges playing an active social and political role through the educational process to justify experimentation with the idea. In other words, this program takes as an aim of education the promotion of the understanding of the relationships between ideas and problems and an understanding of the impact of ideas on man.

IV. PROGRAM DESIGN

These concerns about liberal education and an interest in exploring the use of experiential education as a revitalizing force led to the development of a model designed to utilize an internship and an interdisciplinary seminar to assist students in an examination of the "ethics and values of public policy decsion-making." The rationale for the program was the belief that a classical liberal arts concept such as ethics might be taught more meaningfully in a context where students were expected to consciously relate the abstractions to actual personal and professional situations. The internships in the public sector would provide specific situations in which the ethical bases of decision-making could be studied and the seminar would offer a theoretical framework and a social, historical, and philosophical context for discussing the nature of how one "ought" to make decisions. There would be constant, simulataneous interplay of "action" and "reflection." In the interest of demonstrating the applicablity of these concepts to all students, the program would be open to undergraduates from all disciplines and efforts would be made to ensure diversity within the group. With this basic model in mind, funding was obtained from the Lilly Endowment to develop such a program and operate it for three semesters on an exploratory basis, each time with a different group of students and faculty.

The planning process was an important stage in the evolution of the experiment. What is meant by ethics, values, and morality? Especially important in a public university, how can one structure a seminar that promises to deal with these basic issues on both a personal and societal level without a prescriptive moral tone? These concerns were approached in two ways. In-depth research was initiated by reviewing the literature, utilizing consultants, attending workshops and courses, and visiting universities with related programs. On another level, and one that served several purposes, the broader university community was involved in the planning. This process became a means of engaging faculty members, administrators, and students in a dialogue about the nature of the liberal arts and their relation to ethics, the role of experiential education, and the possible content of a program designed to interrelate these concepts. In open-ended sessions with such individuals as the Chairman of the Department of Classics, former student interns, and the Vice President for Academic Affairs, the program began to take shape and allies were enlisted. Enthusiasm grew as numerous faculty began to view experiential education as something broader than a professional practicum, but as a pedagogical process that could be infused throughout the liberal arts curriculum.

Considerable attention was given to reviewing a broad range of rationales for the instruction of ethics and values. This included review of the work of William Perry (1968) on the intellectual and ethical development of college students; Raths, Harmin, and Simon (1966) on values clarification; Jean Piaget (1965) on cognitive development; John Stewart (1974) on values/moral development; Erik Erikson (1963a) on the life cycle; Jane Loevinger (1970) on ego development; Milton Rokeach (1970) on human values; Charles Hampden-Turner (1971) on psycho-social development; Lawrence Kohlberg (1971) on the development of moral judgment; and numerous others. It was concluded that a developmental approach offered the most adequate psychological and philosophical basis for the program. (For a thorough discussion of this position, see Kohlberg and

Mayer, 1972.) Additionally, it provided for as much individual interpretation as possible and as little prescriptive moralism.

From faculty members interviewed in the initial discussions, three from varying backgrounds but with potentially compatible views were selected to design the first seminar. Representing the departments of political science, philosophy, and social and philosophical studies in education, the three met for an afternoon a week over a two-month period to reach a consensus about the purposes and objectives of the seminar and to outline the content. In preparing a syllabus that offered, if not a synthesis, at least a working composite of the instructors' views, they chose to deal with such topics as the nature of citizenship, interpretations of the concept of justice, the meaning of community, participation in a democracy, and alienation in the modern world. The course would draw on readings by Rawls, Goodman, Berger, Kohlberg, Keniston, and Pranger, among others. Because the courses would stress individual development in political and moral reasoning and the ability of the students to relate ethical and political theory to actual incidents in their internships, it was decided that competitive testing would not be utilized. The students would be graded on the basis of participation, an individual paper, and a journal in which they would record their reflections on each reading, the class, and their internship activities. Each student would also be assigned to meet with one of the three faculty periodically to review and discuss the journal entries.

Beyond selecting the academic content, the instructors were encouraged to structure the seminar so as to promote cohesiveness and community among its members. This was important in order to create an environment that not only provided the cognitive conflict essential for intellectual growth, but that offered conditions conducive to discussing that growth and encouraging a synergistic development among the class as a whole. Additionally, an environment that fostered mutual trust would enable the students to share related incidents more freely. The instructors opted for less frequent but longer and more intensive sessions than the usual course format. Although the class was scheduled in the evening, since most of the internships were during the day, the initial session was planned on a Saturday, as a full day of introductions, simulations and role playing, discussions of preliminary readings, and presentations by the faculty.

Also as a means of promoting community and in order to give students a broader perspective, the first semester was scheduled to include, as an experimental component, a mid-term trip to Washington, D.C. Coordinated not by the seminar faculty but by OEE staff, this experience would offer students the opportunity to view in a national context the same issues related to the ethics of public policy decision-making that they worked with at the local level. In Washington students would be expected to attend group seminars, pursue individual research, and visit national organizations of relevance to those organizations in which they were interning.

For the first semester, fifteen students were selected form the undergraduate population on the basis of interest, faculty recommendations, and interviews. They represented an unusual mix of academic disciplines, majoring in education, agriculture, accounting, philosophy, prelaw, mathematics, social work, journalism, hospital administration, urban planning, sociology, political science, and English. In addition to grappling with the issues posed by the seminar, they were expected, of course, to further their knowledge in their own fields through the

internships, and each was required to outline these objectives specifically. Most worked full-time in their assignments and earned a full semester's academic credit by combining the seminar (three credits) with experiential education courses arranged contractually with faculty members in disciplines relevant to their individual assignments. Like all other interns assisted by the OEE staff, these students were aided in developing learning objectives, locating an internship placement, identifying faculty sponsors, and negotiating a learning contract. Their internships were with local and state government and with advocacy-type organizations, such as the City-County Planning Commission, a legal services group, the State Commission on Women, a farmer's cooperative, the Human Rights Commission, and the State Legislature.

As the program planning developed, it became increasingly obvious that the major implementation problem was selecting a method of evaluation appropriate to this particular program.

The complexity of objectives and the intended interweaving of the cognitive and the affective called for a defintion of criterion standards relevant to individual growth. The realization that an evaluation design for this program might have broader implications and applicability for a variety of experiential programs with similar goals led to a decision to give considerable attention to the evaluation of the participants. A faculty member from the department of political science who had been influential in shaping the goals of the program and who had an expressed interest in the political and psychological development of college students was asked to design the evaluation.

V. EVALUATING PSYCHO-POLITICAL DEVELOPMENT

The task of evaluating the University of Kentucky project proved difficult for a number of reasons. In the first place, because the assessment of experiential education is at a preliminary stage of development, the project could turn to no ready evaluation instruments. Second, given the complexity of the program, the determination of a means to evaluate it seemed still more difficult. The dual focus on psychological and political development structured into the overall program made the task no easier. Because of the interest on the part of the investigator in determining relevant attitudinal changes precipitated by the participants' involvement over the course of a semester in "Ethics of Public Policy Decision-Making," the problem appeared to be one of uncovering or devising a set of criteria and an instrument for tapping those dimensions of change or development. Conversations with the Director of the University of Kentucky Counseling and Testing Center and a critical review of the literature disclosed that standard psychological tests--like Allport-Vernon-Lindzey, the Omnibus Personality Inventory (OPI), and Rokeach--were inadequate. In general, none of these available instruments alone or in combination assessed all the dimensions of development, and a few were completely without value. Some (like the OPI) did seek to tap relevant dimensions (such as altruism, autonomy, etc.), whereas others (like Allport-Vernon-Lindzey) conceptualized aspects of politics that were quite antagonistic to the basic orientation of the program (e.g., where the political person is seen essentially as a power-hungry personality, a *Machtmensch*). In addition, it was determined that a measure like Rokeach's Dogmatism Scale rested upon covert ideological assumptions which our conception of psycho-political development sought to transcend.

An examination of the corpus of writings in developmental psychology resulted in a similar though somewhat more ambivalent judgment. In surveying developmental schemes formulated by developmentalists like Kohlberg (1969) and Loevinger (1966), it was acknowledged that their theories represented a definite advance over the mechanistic and ahistorical metaphors of self and society in mainstream psychology and were suggestive of the kind of approach that should underpin the "model" and its evaluation. That is, by moving us toward a more humanistic conception of man grounded in organismic and temporal dimensions of growth and development, this body of theory and research represented a significant shift away from the Hobbesian image of human nature implicit in behavioristic psychology. Impressed by the possible educational implications of this shift, the decision was reached to ground the model upon a developmental foundation.

Despite the merits of these writings, the shortcomings of these developmental schemata for this particular program led to abandoning the idea of adopting any one of them as an evaluation instrument. Above all, the developmental approaches of Kohlberg and Loevinger were found to be far too wedded to individualistic and psychologistic presuppositions concerning moral and ego development. For a program such as this which sought to recover the political as the realm of the common and the public, and wished to reintegrate individual development with development within

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[1]This chapter was written by Ernest Yanarella, Professor of Political Science at the University of Kentucky.

political community, any developmental theory with its normative foundations resting upon the *autonomous* individual seemed to have too narrow a base for building a notion of psycho-political development. But beyond this point, it was felt that each of these developmental approaches focused too narrowly upon facets of human development and therefore could not satisfactorily illuminate the many dimensions of the more encompassing and holistic conception of psycho-political development which we had in mind. Finally, this investigator concluded that Kohlberg's formulation of the highest stage of moral development--with its emphasis upon personal autonomy, private conscience, and universal principles--carried with it a transcendental conception of ethics which was distinctly anti-political. (For a broad-ranging critique of Kohlberg, see Reid and Yanarella, 1976.) Consequently, the overarching framework of the program dictated the generation of a set of standards and an evaluation instrument specifically constructed to reveal possible modifications in attitude and orientation toward politics, public ethics, duties of citizenship, and so forth.

Theoretical Underpinnings: Psycho-Political Development and Political Education

Several difficult questions flowed from our decisions to adopt a developmental approach and to fabricate a specially designed evaluation instrument and set of standards: How was an interest in the promotion of citizenship, values, and ethics in public decision making to be concretized into a developmental concept. If its specific dimensions were not to be merely the arbitrary or capricious choices of the principal investigator, how were those relevant dimensions or facets to be theoretically grounded? Finally, there remained the nagging issue of justifying the pedagogical and evaluative foci on development--i.e., why development and not something else?

The theoretical underpinnings of the project evaluation format (including its supporting criteria and means) were developed from the outlook of the principal investigator and his continuing effort to integrate into research and teaching his interests in a theory of psycho-political development, new notions of citizenship, and more appropriate forms of political education. Preliminary clarification of the theoretical foundations of the evaluation scheme can perhaps best be achieved by offering the following brief intellectual autobiography.

As a college professor for the last six years at the University of Kentucky, the principal investigator has been immediately and concretely affected in his everyday academic life by the crisis of liberal arts in the contemporary university. Whether reflected in the cry for relevance in the classroom during the waning days of the student movement or in the call for the "new vocationalism" by the mid-seventies, the dominant trends within the student community, the university administration, and the larger society appear to be placing in radical question the founding assumptions of the philosophy of liberal arts education. This investigator's attraction to working out a theory of psycho-political development in the American context has been kindled from this experience in two ways. First, as a teacher and scholar of the Western political tradition and American political thought, he has explored the inhibiting consequences of American constitutionalism and its accompanying political culture upon the theory and practice of political action and citizenship in the United States, while also tracing these stunted forms of political expression to aspects of the making of early modern culture (including the rise of scientism, the weight of the Protestant ethic, the effects of industrialization, etc.) in the Western

world. Simultaneously, he has been impressed in his engagement with students within and outside the classroom by the intimate and dynamic relationship between psychological maturation and political development. Yet, it has seemed to this investigator, academics have tended for a variety of reasons to be uninterested in the kinds of stresses and strains associated with students entering the developmental stage of youth (inhabiting the psycho-social space between adolescence and adulthood) nor have they been keenly sensitive to the consequences of treating problems of psycho-social development across the full spectrum as salient aspects of the classroom learning situation. Both of these factors have prompted this investigator to relate the broad "pragmatic," anti-liberal arts tendencies in school and society to the historical-theoretical critique of American politics and political culture and its deep Lockean-liberal roots, developed and advanced by a group of American historians and native social theorists, (Hartz, 1955; Wolin, 1968, 1969; Schaar, 1970; Jacobson, 1963, Reid & Yanarella, 1974) and to see the formulation of a critical understanding of psycho-political development based on this critique as an avenue of renewal.

This historical-theoretical critique of the peculiar historical formation of the American political constitution and its accompanying political culture draws heavily from the comparative historical work of Louis Hartz (1948, 1955, 1964) and, in particular, upon his subtle portrait of America as a liberal society. His writings and others have illuminated how certain characteristics unique to the United States--especially the absence of feudalism and its heritage--permitted Lockean-liberal values and ideas to penetrate into nearly all facets of American life. In the context of a theory of psycho-political development, these historical analyses and theoretical writings clarified why psycho-political development was so retarded in the United States and what forms that psycho-political retardation took. As a consequence of the virtually unopposed conquest by Lockean-liberalism of the ideological terrain of the United States at its founding, certain distinctly *antipolitical* assumptions were enshrined in American thought and practice and institutionalized in American constitutional theory. These antipolitical assumptions were expressed in a number of ways and included the following: (a) political citizenship and civic participation atrophied in America as economics, not politics, were taken to be the realm of true creative activity by most Americans; (b) the typical American attitude toward politics vacillated between seeing the field of politics as a purposeless and nondirective order where self-interested forces forever contended for limited prizes and seeing the political realm in times of external threat or domestic upheaval as a forum for carrying out moralistic crusades (zealous Americanism); (c) American politics and political parties tended to operate within the ideological parameters set by Lockean-liberalism, while in American political discourse political labels (liberal, center, conservative) were illicitly borrowed from the Western European context where those political identifications were appropriate; (d) Lockean-liberalism became so embedded in our thinking that Americans lost a sense of the ideological character of the economic, political, and social institutions informed by these ideas; and (e) since an agreement upon political values was so widespread among Americans, a "pragmatic" or "instrumentalist" mentality and "empiricist" approach emerged which both supported and camouflaged the ideological consensus (Thompson, 1969; Baskin, 1971; Kress, 1966; Reid, 1974). As shall later be argued, these modes of interpreting politics and relating to the political realm would serve as theoretical inspirations to the evolution of the evaluative criteria of the overall project.

This personal outlook and the critique of American political culture which helped to shape it not only facilitated the formulation of a guiding conception of psycho-political development; it also clarified the ambiguous promise of programs in experiential education and the pitfalls that would have to be avoided if such a program were to serve as a vehicle for promoting civic virtue and political education. Perhaps the most progressive feature of experiential education is its recognition of and effort to formalize the fact that public, legal, and other administrative internships can be valuable forums for testing the truths of liberal arts education and for uncovering the deeper ethical, political, and philosophical dimensions of everyday work in administrative contexts (Stephenson & Sexton, 1975). On the other hand, among its greatest perils are: (a) that students undertaking such field experiences will be overwhelmed by the "practicalities" of the work-a-day world of such agencies and socialized into the "bureaucratic espistemology" of these institutional edifices, thus neutralizing or negating the critical pedagogical intent of this response to the crisis of the liberal arts; and (b) that students will lose sight of the political responsibilities of modern citizenship, thus being encouraged to substitute proper role behavior in administrative agencies for political action and civic virtue in the broader public realm.

Within the context of these critical perspectives on American politics and culture and the ambiguous potential of experiential education, the deeper pedagogical rationale for an experiential project focusing on ethics in public decision making became evident, and an outline of the criteria and means for assessing such a program stood out from that rationale. Basically, that rationale can be summarized in the attempt to promote psycho-political development through political education. (For the manner in which this intent was concretized into the seminar, see the course syllabus in the Appendix, p. 213.) The justification for emphasizing a development approach as a key facet of the program and as an object of assessment was two-fold. First, as the aforementioned critiques of American politics and its constitution have suggested, one of the principal features endemic to American political culture and its Lockean-liberal supports is its conception of human nature as a possessive individual. This image of man, as some interpreters have remarked (Macpherson, 1964; Slater, 1970), sees human beings as individualist creatures and freedom as a function of possession and as the absence of dependence on the wills of others. In this cultural situation, human development and political community become anomalies. Moreover, an important implication of this atomistic conception of self and freedom for politics is that political, social, and economic institutions come to be reified (i.e., take on the form of obdurate, unchanging objects), thus being viewed in the American political mind as impediments of freedom rather than potential means for realizing and institutionalizing social freedom and community. This, in turn, leads to the tendency to pose questions of politics in antagonistic and dualistic terms of self vs. "system" (Wolin & Schaar, 1970; Reid, 1972, 1973).

A second support for a developmental accent to program and evaluation derives from Edgar Litt's critical analysis of the "public vocational university" (Litt, 1969). After showing how the modern state university has tended to develop into an increasingly ponderous and fragmented multi-versity by accommodating itself to the institutional requirements of national politics and corporate agenda, Litt examines the various pedagogical options to the present uncertain course of the modern public university. In considering alternatives to the pedagogical drift of the

latter-day state university and its market-steered rudder, he argues both against the "apolitical" socialization to vocationalism, which he feels only spawns an antidevelopmental curriculum, and against "radical" pedagogy generating dissensual knowledge, which he believes risks either mobilizing hostile elements against the university or reinforcing the sense of apathy among wide segments of the public who would likely be overwhelmed by the mammoth nature of societal reconstruction. In contrast, then, to "the outmoded requirements of participatory skills and the anxiety-arousing concerns of 'dissensual knowledge'," Litt suggests, "a core curriculum devoted to human development provides a testable alternative" (p. 69).

The rationale for linking psychological with political development can be seen in part as a reaction to ramifications of the swing toward the "new vocationalism" compounding the antidevelopmental curriculum of the modern multi-versity. Not only do these two features of the public university scene inhibit creative and imaginative impulses toward knowledge and inquiry by unduly emphasizing cognitive over affective dimensions of the learning experience, but equally seriously, as Litt has noted, "the political consequence is that more flexible and humane politics are never seen as possible and alternatives to obnoxious public policies are rejected a priori on the basis of learned suppression" (p. 71). Even more supportive of a developmental alternative combining psychological and political dimensions have been those writers who have suggested the intimate relation between self-identity and citizenship. From more traditional philosophical reflections by Aristotle, Rousseau, and Marx on the latent political nature of man to more recent theoretical considerations (Keniston, 1971; Bay, 1971; Tapp & Krinsky, 1971; and Pranger, 1968) on the nexus of psychological and political development, a concern with recovering the promise of politics as a medium of human growth and development and as a realm of creative political action has been apparent.

This concern with psycho-political development has special import for the liberal arts program in higher eduction, as Pranger has argued following Erikson, because for a sizable segment of American young people passing through the stages of late adolescence or young adulthood, this is a period where a majority of them struggle to forge a stable and probably enduring self-identity. In Pranger's words:

> The quality of citizenship is measured in terms of the capacity of adults to make sound, conscious political judgments within adult contexts, this quality can never be learned through childhood citizenship lessons. Thus citizenship is intrinsically bound up with what Erikson calls 'identity formation' in adolescence (and what Keniston calls the stage of youth), which, if successful produces a person capable of independent judgment and aware of others as autonomous persons in their own right. (p. 99)

Whether or not generations of college youth will succumb to dominant American stereotypic conceptions of *politics* as an amoral, unethical or manipulative realm, *citizenship* as a largely passive and routinized exercise, *self-identity* as a personal and pregiven possession, and *freedom* as a radically possessive and individualistic matter depends to no small degree on the character and quality of political education fostered in the university classroom at this crucial stage in their overall development (Reid & Ihara, 1975).

In any program to educate American youth away from these stereotypes, perhaps one of the most crucial lessons of such political education is the extremely difficult one that

psycho-political development is not a solitary, Promethean exercise achieved by the autonomous individual. Individual development cannot be truly attained in opposition to the political institutions (the "system" being only *one* way of constructing social institutions), just as it is an illusory hope in isolation from the development of others. In relation to this particular program in experiential education, the work of Charles Hampden-Turner--and particularly his concept of "synergy"--proved invaluable in the effort to come to grips with psycho-political development as a dialectical phenomenon (Hampden-Turner, 1971, 1974). For Hampden-Turner, a genuine conception of psycho-social development entails recognition of what he calls synergistic relationships with others as a constitutive element of such development. By synergy, he intends the interpersonal "fusion between aims and resources to create more between the acting parties than they had prior to the interaction" (pp. 54-55). Thus, the fusion from the social interaction of individuals or social groups occurs such that the new partnership or higher identity achieved produces more than the sum of the parts.

Going beyond Hampden-Turner, it must be emphasized that the promise of politics can only truly be redeemed when self- and societal development are institutionalized in the political realm. If, as indigenous critics of American politics and political culture have pointed out, the monumental "success" of the American political constitution and its tacit antipolitical assumptions has resided in its ability to "educate" generations of Americans into its "lessons," the potential of the political realm as a medium for continuing education and for making ideas and social interactions effective by institutionalizing them in everyday practices should be obvious.

In summary, then, the University of Kentucky experiential education program, "Ethics of Public Policy Decision-Making," and particularly its seminar component were conceived less as an exercise in promoting simply a sensitivity to the typical ethical problems and quandaries existing within a taken-for-granted administrative context than as an effort in fostering a critical political consciousness of the relationship between self- and political development and of the economic, cultural, and ideological impediments to reintegrating these two facets which spring in large part from American political culture and its constitution.

The Evaluation Schema: Dimensions of Psycho-Political Development

With psycho-political development as the substantive focus and the critique of American political culture and its constitution as the essential theoretical backdrop, the basic requirements in fashioning a mode for evaluating the relative degree of such development achieved by the participants as a result of their involvement in the first-semester program reduced to devising a set of evaluative criteria and designing a series of interview questions based upon those criteria. The evaluation standards settled upon were seven relatively discrete, but theoretically interrelated, dimensions of psycho-political development. Each of these dimensions was drawn from the most salient criticisms of American politics, political culture, and constitutional theory developed by Hartz, members of the Berkeley School of political theory, and other social theorists whose work pursues convergent lines of critical analysis.[2]

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[2]More specifically these dimensions were developed out of the individual and collabortive research, writing, and teaching of Herbert G. Reid and Ernest J. Yanarella in the area of critical political theory, and Dr. Reid's important contribution and broader shared involvement in their generation are duly noted and gratefully acknowledged.

Those persisting antipolitical elements of American political thought and practice criticized by these scholars then formed the negative end of each continuum. Counterposed to these retarded forms of psycho-political development were mature or positive modalities of psycho-political development which were derived from a variety of sources--including certain normative elements of the Western political tradition, critical social theory, and developmental and ego psychology. These characteristics were located on the other end of the continuum and represented the positive pole of each dimension. Perceptible movement along each dimension constituted evidence of development (movement from left to right) or regression (movement from right to left).

The seven dimensions appear with accompanying elaboration below:

Dimension #1: From Belief in Moral Absolutism (or Nihilism) to Acceptance of Moral Complexity and the Struggle to Achieve Synergy: Movement from a position of moralism or nihilism to a stance which (a) recognizes that the realm of politics is oftentimes a field of ethical dilemmas and conflicting values where the single-minded pursuit of one value or principle may exact too great a cost in terms of the sacrifice of other values, and which (b) strives to reconcile apparent opposites and social contradictions inhabiting our social world (Weber, 1958; Kress, 1969; Merleau-Ponty, 1964; Hampden-Turner, 1974).

Dimension #2: From a Reified, Dualistic Interpretation of Politics and Social Life to the Transcendence of the Reification of Political and Social Institutions and the Recognition of the Mediated--Though Tense--Continuity Between Self and System (as Social Construct): Transition from a mystified, dualistic outlook (self/system, subjectivism/objectivism, depersonalized politics and mechanistic polity, etc.) on self and society to a perspective that dereifies social institutions (i.e., dissolves the image of society as relations between things into relations between persons) and is able to trace back social processes to their human foundations in the intersubjective operations of human agents. Thus, this transition is capped by a recognition that political institutions and social processes are humanly-constructed institutions which--while capable of taking on the appearance of thing-like entities operating according to their own "laws" and "imperatives" and being divorced from human intentions and control--are in principle capable of being "deconstructed and reconstructed" (Berger and Pullberg, 1965; Lukacs, 1968).

Dimension #3: From a Rigid, Predefined Identity to a Stable, but Open, Identity: Development beyond an inflexible, stereotypic identity--whether pregiven, imposed, or manufactured--to a resilient ego-concept which incorporates the constancy of certain essential patterns of self-identity with an openness to integrating novel changes introduced to the person's biography by his/her participation in the matrix of social relations and the continuum of history (Erikson, 1963a, 1963b, 1964, Hampden-Turner, 1971, 1974).

Dimension #4: From the Autonomous Self to the Social Self: Movement from a conception of the ego which sees it as an inner Promethean self which freely creates its own reality or universe of meaning in such a way that it owes nothing to anyone or anything and achieves its own internal liberation (freedom as subjective freedom) to a conception of ego as a social self constituted in a social and institutionalized context where a more personally determined, authentic identity is forged and freedom attained within and through the transformation of prevailing meanings, relationships, and institutions. Important implications of the latter view are that (a) freedom is always institutionalized and social freedom, and (b) human problems are not individual, but social (Rasmussen, 1973; Meszaros, 1970; Keniston, 1960; Hampden-Turner, 1971).

Dimension #5: From Instrumental Rationality to Symbolic Communication (and the Search for Self- and Social Meanings): Passage from a conception of reason and its embodiment in terms of technical knowledge, means-ends calculus, personal achievement, and professional ideology to a conception of reason and its expression in terms of self- and social understanding, human communication, psycho-social development in a context of mutuality and community (Habermas, 1970; Schroyer, 1970).

Dimension #6: From the Strict Pursuit of Technical Expertise to the Quest for a Synthesis of Competences: Progression from the sole search for technical skills, abilities and knowledge to the quest to appropriate and synthesize a panoply of powers (political, ethical, organizational, rhetorical, etc.) for the purpose of developing a personal sense of anticipated, goal-directed

competence, self-mastery, and self-orientation (Hampden-Turner, 1971; Carroll, 1972; Keniston, 1971).

Dimension #7: From Acceptance of Conventional Ideological Understandings and Commitments to Politics to a Deeper, More Personally Constituted, and Richly Woven Political Outlook and Consciousness: Movement from passive acquiescence to the prevailing definitions and categories of usual or conventional politics to the more active involvement in reconstructing one's political consciousness through a serious and subtle perception of political affairs in their broader social context and through genuine reflection of the latent political dimensions of one's everyday life (including work, leisure, study, etc.) (Gramsci, 1971; Mills, 1959; Hampden-Turner, 1974; Aronowitz, 1973).

In order to assay the extent of change (if any) along each dimension stimulated by student involvement in the program, two sets of interview questions were prepared (see Appendix pp. 216 & 218) and administered prior to or at the outset of the program and at the end or immediately after the termination of the program. The presemester and postsemester interviews of each participant were then compared and interpreted in an effort to discern whatever modifications in belief, understanding, and orientation were engendered by the program. In order to facilitate the process of interpretation, a score-sheet was developed, and the evaluator sought to locate the approximate position of the students on each dimension by placing a checkmark on each scale derived from his interpretation of the interview responses. As a supplement and "objective" check on the interpretation of the results from the interviews, each student involved in the program was given the OPI at the beginning and at the end of the program, and the test results were tabulated and evaluated by the Director of the University's Counseling and Testing Center.

First-semester Evaluation: Observations and Findings

It may be well at the outset to underscore the fact that the first-semester evaluation does not constitute any kind of validation study of the project. Given the experimental nature of the initial application of the "model," the evaluation process undertaken below is better characterized as an evaluation tryout. With that caveat in mind, the major conclusions of this initial assessment may be conveniently clustered into three general categories: observations about the testing instrument itself, results attributable to two broad groupings of students participating in the first-semester program, and findings related to the perceived changes in psycho-political development of the student participants measured in terms of movement along the seven dimensions of analysis.

Two general observations stand out in regard to the presemester and postsemester questionnaires. Whether due to the subtlety of their formulation or to the candor of the interviewees (or a combination of the two), it seems fair to say that in general the questions succeeded in tapping the beliefs and opinions of the students on each of the seven key dimensions. In the evaluator's judgment, the typescripts of the two interview sets record with some depth and insight the beliefs, convictions, and attitudes of the members of the first-semester program toward themselves and their political orientations. As such, they constitute a richly-woven and sometimes tense and contradictory "psycho-political profile" of each of the interviewees--a portrait disclosing meanings and possibilities which can hardly be exhausted by checkmarks located on the multidimensional scales. On the negative side, the presemester interviews reveal the awkwardness of those questions designed to uncover student attitudes toward dimensions five and six and the

difficulty of most of the participants in responding to those queries. As a consequence, revision of those questions seems warranted.

More specifically, the diversity in social background, career interests, and relative academic achievement of the participants was reflected well, both in the wide variation in the initial levels of psycho-political development evident among the members and in the wide variation in the subsequent psycho-political development of the participants attained by the end of the program. That is, the initial and terminal levels of psycho-political development manifested by each of the program participants spanned virtually the entire spectrum of each of the dimensions.

In terms of educational training and prospective career goals of the members, the least change in each of the dimensions was experienced among those students whose educational backgrounds and career ambitions had already been rigidly set by themselves and who were in more technically-oriented fields such as administration, planning, and management. Conversely, among those students majoring in the humanities or the social sciences and who anticipated careers in the law or in college teaching, the highest levels of initial psycho-political development could be discerned and the most significant degree of overall psycho-political development at the end of the semester was found.

Within these two broad groupings, one other noteworthy finding appeared. Within the planning and managerial group, what little positive development did take place occurred along dimensions #3 and #4--specifically, those dimensions centered on self-identity and the relationship of self and others. Based on the comments expressed by members falling into this category, these modest changes can probably be attributed to some degree to the impact of the "community feeling" among the students that was generated from the Washington trip and their continuing interaction there and outside the classroom.

Finally, with regard to the dimensions of psycho-political development themselves, two generalizations may be hazarded. Among all the dimensions assessed, the program participants as a group seemed to be most generally resistent to development away from moralistic conceptions of politics and political action (Dimension #1) and from reified understandings of institutions and the relation between self and "system" (Dimension #2). On the other hand, they seemed most receptive to changes toward a social conception of self (Dimension #4) and toward a critical political consciousness and in particular the transcendence of conventional political labels and identifications.

Psycho-Political Profile

A reconstruction of an individual psycho-political profile is one way to illustrate the preceding generalizations and make more concrete the meaning of the evaluative criteria.

Subject #10 is a male, a senior, about 21 years old, who was majoring in political science at the University of Kentucky. He is planning a career in the law and for his internship he chose to work for the local office of a federally-funded "public-interest" legal research and defense program. Although he played a rather passive role in the seminar, his journal reveals that he was exceptionally active in his internship and quite successful in integrating the seminar content with his internship activities. Interpretation and evaluation suggest that he started at a

high level of psycho-political development at the inception of the program, and that he proceeded toward higher and more sophisticated levels of development along most relevant dimensions.

His image of politics (Dimension #1) at the beginning of the semester was presented in a very articulate manner and was characterized by a rather positive conception of the value of political action, despite his awareness of more stereotypic conceptions pervading contemporary American society. In response to a question about images which come to mind when he thinks of politics, he said, "I refuse to have a patent image of politics. I think when you mention politics most people think . . . immediately they have an image of corrupt officials and ineffective, wasteful government programs." "I see politics and its processes being important . . . well, very important to people." "Well, I think it is a very important medium (for general social improvement)." Yet, simultaneously, a moralistic interpretation lurked below the surface, perhaps owing to his strong religious upbringing. This latent moralistic strain was revealed in several comments about the relationship between politics and his family life and in answer to a question about whether he was a political person. His response in part was: "Politics to me is bargaining and compromise and I don't see myself as a political person. I'm not one who likes to compromise." His follow-up postsemester interview indicated slight psycho-political development along this dimension, particularly in his struggle to go beyond a transcendental view of ethics as a universal standard which stands outside of politics toward a view which situates ethics within politics, i.e., a political ethics appropriate to the risks and limits of the human situation.

His interviews also disclose a rather advanced state of development on Dimension #2--the reification/dereification dimension. To tap this dimension, in the initial interview the subject was asked his reaction to the statement that the U.S. Constitution was a political mechanism of sound construction and of lasting value, and in the follow-up interview he was asked how he felt about the view that we are a nation of laws and not men. Regarding the Constitution, he argued that "the Constitution is not something that was written up by our founding fathers which could possibly apply today in every situation, and I think our founding fathers could not and did not perceive of everything we have in modern society and will have in the future." By the end of the semester, his responses on this dimension were even more sophisticated. There, he commented: "That expression ("we are a government of laws and not men") to me means . . . that we have standards for ourselves to live by. I think that it's maybe an oversimplication, because I think laws in many ways reflect what humans desire; in many ways they don't. It's . . . They're the representation of what the political elite desire. What I would hate to see is law . . . law as totally separated from . . . the will of man." Well-expressed in this statement is a mature view of law which sees it as a human construction which in its historically-specific form is not neutral, but is presently structured to favor one group over others.

Concerning his sense of self-identity (Dimension #3), it was apparent from the presemester interview that he had a rather strong and open identity limited only by his feeling of being somewhat introverted. Moreover, he talked quite candidly about the dominant influences of his early socialization (basically "strong family ties and strong religious belief"). Commenting on his self-identity, he said: "I think introversion is good to a point, because I enjoy thinking for myself and thinking out my problems, or at least trying to, and I enjoy not just thinking on

my personal problems, but the problems of the world and the country. I would say that from what I have seen in comparison to quite a few of my friends that I have a little more conscientiousness or a higher developed code of ethics or at least I try to develop this code of ethics." The impact of the program upon this dimension of his psycho-political development was basically to reinforce the strengthen this strong and open identity. "I think it would be . . . it will be easier for me to maintain an idealistic outlook after going through this course. For me this course has provided much personal . . . introspection. I've been made to look at myself closely and at times it's very discouraging. (But) it's a very . . . it's a very healthy thing to do." As these and other remarks reveal, his experience in this course--though painful on occasion--has been one of growth and development, and the awareness of the need to struggle, to integrate new experiences into one's self-conception, has not been lost upon him.

This strength and openness of his self-identity was matched by an above-average sense of the social nature of the self (Dimension #4). The historical-theoretical critique, as we have noted earlier, has pointed to the atomistic and possessive facets of individualism and self-hood which have been prominent in American thinking. Both at the outset and at the end of the program, this subject expressed a subtle understanding of the social foundations of the self. For instance, in his presemester interview, he was asked to react to two statements--namely, "you often hear people say things like, 'you can't trust anybody these days'" and "nowadays the only way to succeed in this world is by pulling yourself up by your own bootstraps and making it on your own." In regard to the latter, he stated: "I think the value of work is very important. A person, I think, very often does succeed . . . by hard work and dedication. However, I think that is not the only way to succeed and even if you do try to pull yourself up by your own bootstraps, it doesn't necessarily mean that you will succeed, depending upon who you are in society. I think that (some) people definitely get the shaft from the beginning and don't have the opportunity to pull themselves up from the bootstraps." By the program's end, this student not only recognized the unequal distribution of life opportunities available in American society but also he expressed quite clearly the critical role of others in contributing to personal achievement. In response to a question regarding his understanding and evaluation of the term "self-made man" in the postsemester interview, he commented in the following manner: "Self-made man to me is the idea of--and I would change that to a self-made person--the idea that someone in . . . in our society can bring themselves from total helplessness to success. . . . Usually, they're economic, and self-made man is to me then associated with people who have claimed to work for themselves and because of their work and *only* their work they have made a success out of themselves. I think . . . I seriously don't think that occurs. I think that people who claim that do not realize . . . maybe they do, but . . . do not realize that the help that they receive from others in making themselves a 'success' itself." Then, reiterating his earlier point from the initial interview, he said, "I don't believe it, because I think I have seen some people who have really been in the pits and tried to help themselves and there are so many roadblocks that society places on them that I . . . I am very skeptical of the term self-made person."

Of the seven dimensions, Subject #10 showed no perceptible change only on Dimensions #5 and #6. In general, he showed highest regard for that knowledge which provided self-understanding and meaningfulness, although he did not depreciate the value of knowledge derived from the

natural sciences. In addition, he attached great value to individuals whose education and outlook was broad and synthesizing rather than narrow and technical. For example, in reflecting upon the choice of his career, he revealed a noninstrumentalist orientation to his decision and was at pains to stress the need to derive meaning from it. "I would say," he replied to the query, "That what I want from a career is what I want out of life. I would closely relate the two, and it's not . . . I don't see how people survive in this world when what they want out of life is just totally severed from what they do for a living, you know, what they do for an income,"

Finally, on the dimension of psycho-political development concerned with the level of political consciousness (Dimension #7), the student showed discernible development. Whereas at the beginning of the semester he described American politics and his political persuasion in essentially conventional political terms and labels, by the end of the semester he came to recognize at the theoretical level the degree to which Lockean-liberalism has cornered virtually the entire political spectrum of ideas and political organizations. In his initial characterization of his political allegiances and his view of the American party system vis-á-vis political ideologies, he stated: "I would say (I am an) independent . . . I think you can make generalizations about the Democratic and Republican Parties--you know, basic ideological trends. I don't think there is any doubt about the difference between the two parties. I would say that I am independent because I vote for the candidate on an ad hoc basis depending on their values and I am registered Democratic so I can vote in the Democratic primary." At the conclusion of the program, he had moved to an embracement of a reform liberal stance in terms of his everyday politics, while his intellectual perception of American politics was essentially "postliberal." The source of this tension stems in part from his incomplete assimilation of an appreciation of the historical-theoretical critique of American politics and political culture and its application of his career choice--the legal profession. That is, although he clearly recognizes on one level the limiting and stifling nature of the prevailing legal framework of the American Constitution, he still maintains an activist conception of the role of law as a means of social change and has come to consider the lawyers with whom he worked in his internship as important role models. "I think the examples set by the attorneys in the office I worked for, I think the fact that they maintained beliefs similar to mine and can still function in the legal system, is very important for me to see."

How this tension will be resolved and whether it can be resolved at a higher level of synthesis are uncertain questions. Clearly, the latent contradiction remains and indeed may be heightened over the coming years, especially in the light of his expressed desire to hold firm to his self-described "idealistic" convictions. As he put it in answer to a question about how he thought he would see himself ten years hence: "I would like to hopefully retain at the age of 31 most of my idealism that I have now . . . I would like to make a concerted effort to keep my idealism, my concerns . . . to keep them important to me, you know, as I go through life and not waste them. I have seen a lot of people who I think have lost them, their values and their concerns, and this is not a happy thing for me. If I lost them I'd be very disappointed."

VI. LESSONS OF THE MODEL

Although the project is scheduled to run three different semesters on an experimental basis and only one semester has yet concluded, the program is already undergoing considerable refinement based on the first semester's experience. Certain observations may be made first about the underlying problem of attempting to teach an experience-based course on the "ethics of public policy decision-making" within a state university. Although the catalogue of nearly any state university would profess as one of its objectives to "create moral individuals," very few publicly funded universities (in spite of the increasing acceptance and application of Lawrence Kohlberg's work) would claim to be engaged in "moral education." A program that goes beyond the accepted confines of teaching ethics as a subject matter and begins to address the topic on a developmental level invites questioning despite compatibility with liberal arts education. A similar problem occurs when development is the aim of an academic program in a university which traditionally rewards the mastery of content. Nor is it easy to ensure students raised in a highly competitive educational structure that they are not competing against their classmates but instead that the criteria for evaluation are highly individualized.

Despite these very basic obstacles, the program has been well-received, perhaps, in part, because of the timely nature of its inception. Students, and the American public as a whole, are currently concerned with the ethical nature of public policy makers and other professionals. Many educators recognize that the absence of a holistic approach to teaching ethics is a serious omission. Perhaps if this concern is to be met with something more than a faddish approach, it is essential to question the nature of instruction. Experiments with alternative pedagogical methods, such as experiential education, might answer some basic questions about the relationship between the means of instruction and the internalization of the material. Additionally, if such educational experiments are to have an impact in higher education, and, more importantly, on the educated citizenry they must be tried within the large state universities. For these reasons, the basic concept of the program has sparked considerable interest among faculty at the University and at other institutions.

Although the program as a whole seems to have been well-received by the University, several aspects of the program design need modification. Currently, those components that enhanced the first semester's program are being refined and the costs of operating the program on a continuing basis are being examined. It is anticipated that upon conclusion of the third semester's activities enough will have been learned about operating an experiential program in the liberal arts and evaluating it by developmental means to offer a fairly precise model for use at other institutions. Currently, however, several tentative conclusions have been reached about specific aspects of the model.

Seminar

There were two major challenges of teaching the seminar--none of the faculty had previously attempted to team teach a course with two other individuals (much less from different disciplines), and secondly, the students brought an unusually wide range of academic backgrounds to an

upper-level course.

Team-teaching, while offering students a strong interdisciplinary approach and enabling them to see a variety of well-articulated perspectives on the issues, had its drawbacks. Pressed to present and defend their view points in only one-third the time normally available in a course and eager to contrast and critique each other's views, the instructors tended to occupy too much class time lecturing and in dialogue with one another. In a class intended to stress student participation, the students too often felt like observers. Team-teaching did, however, offer the advantage of enabling the students to witness contrasting perspectives from faculty and to observe the interplay of these different ideas. This seemed to prevent them from viewing any one instructor as an ultimate authority and provided encouragement for individually defining and shaping their own views.

In keeping with the experimental nature of the program a single faculty member has been selected to direct the second seminar. This person has been chosen not only for his theoretical understanding of the issues but for his reputation as a facilitator of class discussion. Additionally, greater use may be made of games and simulations, which were utilized in only a minor way in the first seminar but seemed helpful in promoting group interaction. Whereas the first semester's seminar might have stressed content over process, the second semester's course will be an experiment in concentrating more heavily on group process, in an attempt to encourage more active involvement on the part of the students.

This decision also stems, in part, from the frustration of attempting to teach rather advanced political and philosphical concepts to a class intentionally composed of students from a variety of academic majors. No prerequisite courses had been required and as a result students had little common base of knowledge on which to build. Although some attempt was made to individualize instruction with one-to-one sessions outside of class, for several of the students the readings were simply too advanced. Since the course was created to reach primarily those students not majoring in political science and philosophy and those who ordinarily might not even choose electives in this area, the content must be redesigned to meet the needs of these students, but without sacrificing the intellectual challenge to more advanced students. This could be done by beginning the course with basic background reading in order to create a common language and framework for discussion and then by proceeding to a greater individualization of readings, with class time utilized primarily for discussing the relationship between the internships and the readings. The "case study" method of dealing with ethical dilemmas could also provide an alternative.

Community-building

One objective of the program was to build a sense of community among the participants. Several segments of the program were planned with this in mind, including the full-day orientation session, a mid-term trip to Washington, related readings, and a class devoted to discussion of the meaning of community. Additionally, early in the semester, dinner meetings were initiated prior to class to allow more time for the students and faculty to get to know one another. The building of community enabled the students to more openly share personal and professional experiences relevant to the context of the course and seemed to promote significant personal

development as measured in the final evaluation.

It appears that the major influence in promoting community was the trip to Washington. Several seminars in Washington had been arranged for the group, including sessions with their Congressman to discuss the manner in which he makes decisions, with representatives of Ralph Nader's organizations, with lobbyists from public interest groups, with Washington correspondents from *Time* magazine who discussed the role of the media, and with federal officials. The students had organized a series of appointments on their own, with national representatives in their own areas of concern. Additionally, each student was expected to attend a congressional committee hearing pertinent to his or her academic and professional interests. The group met briefly each morning to review the planned activities for the day and at length each evening, with discussions often going well into the night. The students' logs reflected that, for many of them, this was a turning point in the program.

Unfortunately, the trip was a major investment in staff time and, because the students' expenses were partially covered by the University, the total cost may be difficult to justify in institutionalizing the program. One proposed modification is that the students themselves take on the responsibility for most of the planning (with assistance when requested)--coordinating transportation, locating inexpensive housing, and arranging seminars. This would not only relieve the staff but would be an exercise in community-building in itself. An alternative might be to discard the trip to Washington and substitute a weekend retreat near campus. This would offer a less expensive option, but would eliminate the opportunity for students to gain a broader national perspective.

Recruitment of Students

One unexpected problem in implementing the program was the recruitment of students. Although large numbers of applications had been anticipated, particularly because of the timeliness of the issues, it seemed that there were relatively few students interested in or capable of participating in all facets of the program--a public service internship, a seminar on ethics, and a trip to Washington. The integrated nature of the program demanded that those who participate devote a full semester to the program and earn full credit for it, thereby eliminating those who were interested but who had too many other demands on their personal or academic schedule. Eventually this aspect of the program was compromised for a few students who were extremely interested in the program but who needed to take another course concurrently or who could serve in an internship somewhat less than 40 hours a week. While this flexibility enabled several good students to participate, it did seem that both their contribution and their personal gain were less than those who were totally involved in the program. When possible, it seems best to require full-time attention to the program by the participants.

In order to recruit students, a number of methods were utilized. An article and an ad were run in the student paper and posters were placed around campus, but most importantly, letters were sent to all faculty members asking them to identify those students who they thought would benefit most from the program. (See "Memorandum to faculty" in the Appendix, p. 209.) Additionally a letter was sent to every student who had applied for an internship for the following term.

One anticipated problem never surfaced. A concern that only students who already comprehended the issues to a certain degree would apply and that, as a result, the class would not be serving a real need, proved invalid. The enrollment for the first semester reflected an unusual diversity in comprehension of and sensitivity to the nature in which decisions are made and the ethical issues behind them, and diversity in the types of students in general. This enabled those involved in the planning to begin to see what types of students benefited most from the program as a whole and what types of students responded to particular components of the program best. This was the first experiment at the University in combining internships with a concurrent multidisciplinary seminar and thus led to certain conclusions about the effectiveness of this format. Student feedback was positive. In the final review, one student commented that the seminar gave her a chance to continually pull back from her internship and see it in perspective, unlike a former internship in which she had become too emerged in the day-to-day workings of her agency to maintain a political overview. This view seemed to be shared by most of the students.

But it was clear that some students were more capable than others of integrating the learning from the seminar and the internship. An observation made by a counselor in reviewing a participant's OPI scores helped to illuminate these differences. He had been stimulated most to learn by the structured, experiential nature of his internship and had expressed a dislike for the highly abstract, theoretical nature of the seminar. The counselor's interpretation of the student's OPI scores in the realm of Intellectual Disposition led to a discussion with him about his learning style. He was able to see for the first time that he simply was more capable of learning through active involvement than through passive exposure to theory. His excitement about this self-knowledge led the project planners to a review of cognitive styles, particularly as this information seemed especially relevant in working with students in experiential education. This kind of information should be useful to individual students themselves and to educators assisting students with individualized learning. (For an excellent discussion of this, see *Accent on Learning*, Cross, 1976, pp. 111-131).

The Evaluation

The efforts to evaluate the development of students in the program must be analyzed in two ways. The first--evaluating the technical and intellectual quality of the "dimensions of psycho-political development" and of the interviews as a means of measuring this development--has been planned as a long-term activity extending through the fall of 1976. The second--analyzing the impact of the chosen "evaluation" approach *per se* upon the systemic implications of the program--can be dealt with more effectively at this time. The evaluation of student development is not the primary objective of this program; institutionalizing a reform in the pedagogical process is the main objective. Nevertheless, over the long run, student development will somehow have to be demonstrated if the reform is to prove its merits.

The stages of the creation of the dimensions of psycho-political development have been outlined above. The next stage will be to bring together experts in the field of development and political education to critique the evaluation technique. We expect they will consider problematical the subjective determination of the dimensions of development, the subjective analysis of the interviews, and the absence of a control group. They may also consider the need for a

comparison between at least two groups of students.

This team of experts will address the evaluation with the following questions:

- Are the criterion standards clear? Is it possible to set a standard of development as an educational outcome?
- Are the dimensions based on defensible developmental theory? Is the integration of psychological development and political development useful as a means of measuring growth?
- Are the interview questions appropriate for eliciting the desired attitudes?
- Is the subjective analysis of interview transcripts the most effective means of analyzing development? Would other techniques, such as content analysis, be more appropriate?
- Is the time frame (one semester) adequate?
- Is a control group feasible?
- What are the time and cost implications of a more elaborate approach?

It is anticipated that this review will determine whether analysis of student development is indeed a possibility, or whether the state of the art is so elementary and expertise so isolated in a small group of scholars, that the task is currently not feasible.

More fundamental and systemic questions regarding the evaluation stem from the basic philosophical assertions made about the program, i.e., that development is the desirable aim of a liberal arts education. The obvious problem is that while student development is an objective of the university, it is not formally built into the system as a measurable objective. The accumulation of knowledge, on the other hand, is explicitly structured into the system, through course format (lectures, seminars, etc.), testing, and grading. As a result, students participating in the program were evaluated on two levels: one is developmental, based on judgments of pre- and postsemester interviews, but unrelated to their "grade," the other based on performance in the seminar, on the quality of their journals, and the quality of reflection upon their experience. (This was also necessary, in part, because the developmentally-based evaluation was in a trial stage only.)

In other words, since "development" is not integral to the total system institutionalizing a reform based upon it faces a major obstacle. This problem, in turn, forces upon the institution the much broader question: Can a large multipurpose educational system adopt the "competency" approach so popular with smaller, independent institutions? Our conclusion is that the large system cannot shift that radically. An alternative to system-wide transformation, of course, is a core of reform within the larger unit. Consequently, the developmental questions faced in this program, as well as concerns about competencies and other approaches, have influenced consideration of a special academic unit or "college," such as a "new college," within the larger system.

An alternative would be to utilize the developmental approach in particular academic units, such as political science. Given the nature of the larger system, however, this would seem to have limited chance of success. Although there are educators interested in the developmental approach in many academic departments, the overall ethic of the university dictates that only the

accumulation of knowledge be measured. It would seem, then, that only a radical change in this institutional ethic could bring results.

The Lessons Summarized

Although the question of the appropriate role of development for evaluation is left unresolved, other aspects of the program have had positive impact on the larger system.

1. The first of these impacts relates to the image of experiential education as a pedagogical tool. Through widespread communication about the program, discussions with faculty members about "etnics" and the liberal arts, and through the seminar instructors themselves, the program dispells the "vocational" image of experiential education. As a corollary result, experiential education can be viewed within the system as a broad-ranging teaching technique, adaptable to many instructional needs, rather than narrowly focused ones.

2. The second positive impact relates to the attitudes (toward their own teaching roles) of the faculty directly involved. Both the team-teaching approach and the integration of experiential education with a strong reflective dimension encouraged the faculty to reconsider their own teaching styles.

3. The third result is an intensification of the discussion of the nature of instruction in the liberal arts. Through developing and then arguing for the importance of "ethical decision-making" or moral development as an important aspect of the liberal arts, institutional awareness of "haziness" on this issue was highlighted. It may be difficult to sustain such a discussion across the entire campus so that it has an impact on institutional philosophy, but at least the initial conversations have taken place.

4. For the students participating in the program the rewards were significant enough to merit further examination of the program's potential. The students found the program an exciting component of their academic career. The broad-ranging nature of the seminar, the sense of community in the class, the interaction with varied instructors, and the integration of the humanities with practicality all contributed to the positive impact of the program.

Despite the difficulties in integrating such a program into the university system as a major component of undergraduate education, we conclude that the program has great merit as an alternative for selected students. In lieu of a full-scale philosophical shift within the institution, such alternatives continue to be crucial. Not only do they offer specific alternatires to particular students, but they provide examples of the kind of flexibility possible within a large system.

5. Finally, the developmental approach to evaluating students may have implications for the larger system. In effect, its use in this program has presented the argument for a more holistic approach to learning, as well as made tentative steps toward measuring development. The next stage should be to explore the potential of measuring development in other courses.

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APPENDIX

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

OFFICE FOR EXPERIENTIAL EDUCATION
303 ADMINISTRATION BUILDING

(606) 257-3632

April 15, 1976

MEMORANDUM

TO: All Faculty Members

FROM: Robert F. Sexton

We are looking for a few highly motivated and interested students to participate in an unusual off-campus internship experience. Described in detail in the attachment, the program will provide students with an internship in public agencies which might relate to their general learning goals or career plans, and the opportunity to investigate the ethical and moral implications of decisions through a seminar dealing with issues such as justice, the nature of bureaucratic decisions, the developmental goals of the society, and the most appropriate nature of the community.

Students are expected to apply for the fall program this spring, and discuss with this office the kind of internships or field experiences which might interest them. Ten to fifteen students will be selected for each of three semesters.

As part of the program it is expected the group will spend approximately ten days in Washington, D.C. exploring issues related to these internship experiences in the federal government, meeting with officials at the national level and conducting research. This study tour of Washington may be of primary importance to your students.

The program will be highly selective and appropriate for only a few students. We hope that you will strongly encourage your students, especially those concerned with social and political issues and sensitive to issues raised by the broader goals of higher education, to apply for the program.

AN EQUAL OPPORTUNITY UNIVERSITY

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

OFFICE FOR EXPERIENTIAL EDUCATION
303 ADMINISTRATION BUILDING

(606) 257-3632

April 15, 1975

A New Experiential Education Program

"The choices we make between war and peace, between freedom and restraint, between personal greed and public dedication, material and spiritual satisfactions, should be determined by the character and quality of our education. But are they now?"

This question, posed in a recent educational publication, raises a fundamental concern for higher education in the 70's. While it has been long felt that the ability to make these choices results from higher learning, recent events have shaken this faith. The project described below explores a new method of approaching these educational purposes.

The Office for Experiential Education is undertaking a project for students who are especially concerned about current problems in our society and who would benefit from an unusual internship experience. The program will explore the context in which decisions on public policy concerns are and ought to be made personally and by those in positions of power. The program has three related components: an internship, an interdisciplinary seminar, and possibly a study-research trip to Washington, D.C. Students will be selected for each of three semesters, with the first session of the program in the fall of 1975.

THE INTERNSHIP

Participating students will be placed in agencies or nonprofit organizations where they will explore the fundamental characteristics of activity in that institution and develop understanding of decision making processes. These agencies will most often be located in the local area, although students may work any place within a reasonable distance from Lexington. The specific agency selected for the student will depend upon individual learning goals and interests; the possibilities include all areas of city and state government, nonprofit service organizations, public interest groups, and administrative or management offices at the University of Kentucky. Students will earn academic credit comparable to one full semester and will be expected to spend approximately thirty hours a week in these internships.

The details of these placements and questions of financial compensation should be discussed in detail with the staff of the Office for Experiential Education.

THE SEMINAR

The seminar will be team taught by three faculty members: Clinton Collins, Department of Social and Philosophical Studies, College of Education; Michael Bayles, Department of Philosophy; and Ernest

Yanarella, Department of Political Science.

Focusing on the ethical implications of decision making, the seminar will assist students in generalizing from the internship experience. The seminar will be a group attempt to create a framework in which to analyze and resolve conflicts related to the individual's role as a citizen and to public policy. It will include such things as discussions of related literature and the resolution of moral dilemmas, and will provide social, historical and philosophical context. The seminar will offer the opportunity and the sense of direction for examining crucial issues as they are dealt with by institutions of society and by people in power.

The seminar is based on the premise that the liberal arts can provide the context for examination of various aspects of society. The function of social institutions cannot be separated from their broader contexts, including historical development; the trends of society at large; the questions of power, law, convention, and interdependence; the content of philosophical and ethical concerns for human rights and dignity; and the effects of organizational procedure and the justice structure. Faculty members in the seminar will define the context for examination, suggest programs of related study, and establish criteria for accomplishment.

WASHINGTON, D.C.

It is anticipated that midway in the semester, all students in the program will spend approximately ten days in Washington, D.C. This trip will be used to talk with officials at the national level about mutual concerns and to explore or research questions raised in the internships and seminar. For example, a student interning in the Metro Planning Commission might visit with officials of the U.S. Department of Housing and Urban Development and with professional associations, such as the National League of Mayors, to gain perspective on activities in Lexington. The trip will be arranged and supervised by the Office for Experiential Education, with the financial support of the Lilly Endowment.

SUMMARY

In sum, it is an integrated program involving an internship, travel, and seminar. It is designed for students who have special concerns to explore. It provides a serious opportunity for independent work, for real experiences, and for reflection on the society's and one's own values. The program is not limited to majors in any particular area and it is expected that participating students will form a highly diverse group.

Interested students should contact either Robert F. Sexton or Barbara K. Hofer in the Office for Experiential Education, 303 Administration Building, 257-3632 as soon as possible.

(This project is undertaken with the support of the Lilly Endowment.)

[*Editor's note:* Subsequent support was provided by the Fund for the Improvement of Postsecondary Education through the CAEL Operational Models Project.]

UK 300

Values in Public Decision-Making

Course Syllabus

I. Saturday, January 17. (9 a.m. to 5 p.m.) Overview of the Seminar Themes

A. The problem of institutionalization and bureaucratization in American politics

B. Values and procedures of the state

C. Multiple realities: toward a social psychology of institutional experience

Readings:

John Stephenson and Robert Sexton, "Experiential Education and Revitalization of the Liberal Arts"

Kirk Thompson, "Constitutional Theory and Political Action"

John Rawls, A Theory of Justice, pp. 84-87

Clinton Collins, "The Multiple Realities of Schooling"

II. Thursday, January 29. (7-10 p.m.) A Depth-historical Analysis of American Political Culture and its Political Constitution

A survey in depth of the Lockean-liberal foundations of American political culture, including the impact of the institutionalization of liberal ecology upon concepts of political education and citizenship. This survey will be followed by an examination of critical perspectives on civic virtue and the question of the value of participation in relation to citizen obligations.

Readings:

Bruce Johnson, "The Democratic Mirage: Notes Toward a Theory of American Politics"

Norman Jacobson, "Political Science and Political Education"

Darryl Baskin, "The Pluralist Vision," American Pluralist Democracy, pp. 53-76

*Robert J. Pranger, The Eclipse of Citizenship (Holt, Rinehart, and Winston, 1968)

Michael Bayles, "Participation: An Overvalued, Impractical Ideal"

III. Thursday, February 5. The Purposes of Government

A brief examination of some of the values which some people think the state ought to preserve and promote: the public interest and public goods, justice, equality, freedom, prevention of harm to self or others, morality, and privacy.

Readings:

*Joel Feinberg, Social Philosophy (Prentice-Hall, 1973), chs. 1-3, 7

Brian Barry, "The Public Interest"

John Rawls, A Theory of Justice, pp. 266-70

John Rawls, "Justice as Fairness"

Robert Nozick, *Anarchy, State, and Utopia*, pp. 189-97, 149-64

John Schaar, "Equality of Opportunity, and Beyond"

IV. Thursday, February 19. The Crisis of Legitimacy in Contemporary American Politics

An investigation of the causes, symptoms, and possible types of resolution of the crisis of legitimacy in contemporary American society and its politics. This crisis will be related especially to the ideological foundations of American political culture and to the atrophy of liberal values in the face of the number of changes in advanced industrial society--including the rise of large-scale bureaucratic administration and its accompanying technocratic outlook.

Readings:

C. Wright Mills, "Liberal Values in a Modern World"

John Schaar, "Legitimacy in the Modern State"

Walter Dean Burnham, "Crisis of American Political Legitimacy"

V. Thursday, March 4. "Community" as an Ideal of Social Organization

What are the criteria for its existence? What are the impediments to its realization?

Readings:

Robert Paul Wolff. The Poverty of Liberalism, "Community," pp. 162-195

Richard Lichtman, Toward Community, entire, (skim pp. 31-44)

*Paul Goodman, Growing up Absurd (Vintage, 1960), Introduction pp. 3-16; "Patriotism," pp. 96-118; "The Missing Community", pp. 216-241

Peter L. Berger, "Reflections in Patriotism"

***Saturday, March 17 - Sunday, March 21--Study/Research trip to Washington, D.C.

VI. Thursday, March 25. Discussion of Perspectives in the Federal-Local Relationship in Governmental Agencies

Reports on intern observations of visit to Washington

VII. Thursday, April 8. Responsibilities for Policies

An examination of the extent to which organizations and their officers are accountable to those they serve and the responsibility of employees for the policies or organizations.

Readings:

Garrett Hardin, Exploring New Ethics for Survival, pp. 102-108

R. S. Downie, "Responsibility and Social Roles"

Paul H. Douglas, Ethics in Government, pp. 27-63

Albert O. Hirschman, "Exit and Voice in American Ideology and Practice."

VIII. Thursday, April 22. Individual Development in Institutional Settings.

The key issues are whether developmental theories (Piaget, Erikson, Kohlberg, etc.) can be used to establish the direction in which individuals ought to change, and whether institutions can be structured to facilitate development. It is probable that the principal effect of institutions is in channeling development, since they provide key elements in the environment with which the individual interacts in developing.

Readings:

Lawrence Kohlberg and Rochelle Mayer, "Development as the Aim of Education"

Kenneth Keniston, "Prologue: Youth as a Stage of Life," Youth and Dissent, pp 3-21

Herbert G. Reid, "Human Time, Identity and Change in Political Development"

IX. Saturday, May 8. Conclusion and Review: The Contribution of Theory to Practice

* available in bookstore

Presemester Interview Questions

0. What is your name? Where were you born? How old are you? Where have you lived during the past five years, and for how long? What is your present status (freshman, sophomore, etc.) at the university? What were the most important motivating factors that led you to apply for this program?

1. When you think about politics, what images come to mind? Would you consider yourself a political person? (If so, in what ways are your politcal dispositions expressed? If not, why not?) In your opinion, what are the most important characteristics of politics? To what degree, if at all, is politics a means for significantly improving the human situation? Are there any aspects of politics as you understand it that makes it an especially difficult area of human interaction and activity? In your view, what is the relationship between ethics and politics?

2. The United States Constitution has been described by many as a political mechanism of sound construction and of eternal value which--because of its durability and timelessness--stands beyond the need of fundamental change or overhaul by Americans of yesterday, today, and tomorrow. Do you think most American citizens accept this interpretation of this founding document? How do you view the Constitution? What do you think accounts for your basic attitude toward the Constitution?

3. All of us now and then think of ourselves in terms of our own self-conception and the images that others (parents, friends, relatives, etc.) have of us. How would you describe yourself? Who or what influenced this view of yourself? How did they influence your self-conception and why were they such formative influences? How do you think you will conceive of yourself ten years from now? Are there any factors that might affect this likely self-characterization in the future?

4. You often hear people say things like: "You can't trust anybody these days" and "Nowadays, the only way to succeed in this world is by pulling yourself up by your own bootstraps and making it on your own." While these expressions may be crudely-phrased, they do seem to capture a widely-held opinion among Americans. How do you interpret these two everyday adages, i.e., what do they mean? How do you react to the basic meaning underlying these commonplace views? How does your evaluation of these views influence your orientation to your future career plans?

5/6. Please give your personal responses to the following statements:

a. So much of succeeding in anything today depends upon knowing the right person, being in the right place at the right time, and learning how to get to the right places and the right people.

b. The most important type of knowledge today is the kind of factual knowledge provided by science--including the ability to explain, predict, and control; and the social sciences, humanities, and ultimately public policy-making can only really succeed in getting anywhere when

questions of value are attacked in the same systematic, scientific manner.

c. When I think of the idea of reason or rationality, notions like personal insight, self-knowledge, value, and human understanding immediately come to mind.

d. Among the people I most respect, I admire most their basic technical competence in a specialized area of knowledge.

7. How would you characterize your political persuasion? What do the three major political identifications (Republican, Democrat, and Independent) mean to you? When you think of the ideology of liberalism in American politics, with what terms do you associate it? Likewise, conservative ideology in the American political setting? What does the term "citizenship" mean to you, and what basic tasks or practices are implied by your understanding of that term? How, if at all, does your understanding of politics and your basic political beliefs relate to various aspects of your everyday life (e.g., family and private life, the university, the intern assignment, leisure-time, etc.)?

Postsemester Interview Questions

1. Suppose you were elected to the governship in a major coal-producing state like the Commonwealth of Kentucky and during the last days before the end of your re-election campaign, one of your personal aides uncovered indisputable evidence of corruption within your Administration--specificially, evidence that your lieutenant governor and running-mate had gotten payments from a large and influential liquor lobby to promote its interests in the state legislature. At the same time, the Legislature is in session and is nearing the point of voting on a strong mining safety bill which you have pushed for many months and whose passage you have identified as a key pledge during your re-election campaigning. All indications from your legislative allies are that the voting will be extremely close.

What courses of action do you feel are available to you in responding to these revelations? What are the major stakes involved in resolving the decision whether or not to reveal to the public evidence of executive corruption and, in descending order, list their importance? Which course of action would you choose? How did you reach this decision, and why? Does this hypothetical episode reveal anything to you about the nature of politics?

2. We are all acquainted with the oft-heard political saying, "We are a government of laws and not men." What does that expression mean to you? How do you personally feel about this claim--i.e., do you agree or disagree with it? Why? What does law mean to you? How does it affect your life?

3. During the presemester interview, you offered the following characterization of your self-image: (Hand student a copy of the typescript of his/her responses dealing with Dimension #3.) In the light of your experience of participating in this program over the course of this past semester, is there anything you would like to change? If so, what are these additions and changes, and why would you make them? Do you think your self-identity is more strongly-held or more weakly-held than before the semester began? Has your self-characterization been affected in any way by your working in your internship? Has it been affected by your interaction with the members of the UK 300 seminar? If so, how? By the content of the UK 300 seminar? If so, how? Finally, have there been any significant events outside of the intern/seminar experience which significantly influenced your self-image? If so, what event(s)? How did it (they) influence your self-identity?

4. How would you define the following terms: "self-made man" and "freedom"? Do you value these two terms? How highly?

4/5. No doubt all of us experience at one time or another everyday frustrations and periodic crises which cause us to reflect upon ourselves, our relations with others, and perhaps the society in which we live. As I ask you the following questions, consider your developing plans for a career after college or perhaps subsequent to completing professional or post-graduate training programs.

What are you interested in doing as your life's vocation? How did you come to decide upon that career? How much freedom did you have in choosing this occupation? Were there any significant limits or obstacles put in the way of your choosing what you would like to do? If so, what were the sources of these blocks and how might they be overcome? Have you had any doubts or reservations about your present career plans? If so, from where did they spring? How, if at all, did your relationship with other people affect your choice? What is the relation between *your choice of a career* and what you wish to get out of life? Is there any role that major social institutions could play in fostering the choice of careers for people like yourself? If so, what? Can you think of any changes which might be necessary in such institutions if greater freedom of choice is to occur?

6. Since leaving high school, you have interacted with a number of individuals who in the process of going about their professions have (hopefully) contributed to your overall education and development. Among the individuals with whom you have been in contact, who would you say you came to admire or respect most? Would you say this person has served as a role-model or ideal of the kind of person you would like to emulate? (Please be candid: the name of the person you select will be deleted on the typed transcript to preserve anonymity.) What was his/her relation to you? What abiliities, skills, and personal characteristics of the individual most impressed you--and why?

7. Among other things, this project in experiential education has tried to afford you an opportunity to examine more closely and to reflect more freely upon yourself and your developing political outlook. Prior to taking this course, you were interviewed and, when asked a series of questions about your political beliefs and commitments, you responded in the following fashion: (Hand student the typescript of his/her responses to questions dealing with Dimension #7). Now that a semester has gone by, we would be interested in any changes which you have detected in your general political thinking. After reading your earlier statement, please comment upon what views you still hold and those that have been modified by your experience during this past semester. If any modifications in your political views and commitments have occurred, please indicate--to the best of your ability--what aspects of the intern/seminar program prompted those changes. And if there were events outside of the program that influenced your overall political outlook and consciousness, please tell us about those and how they altered your political stance.

REPORTS ON THE CAEL OPERATIONAL MODELS PROJECT

IMPLEMENTING A PROGRAM FOR ASSESSING EXPERIENTIAL LEARNING	$3.50
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